

**PROFESSIONAL PERCEPTIONS OF THE SCHOOL COUNSELOR:
FROM THE PAST TO THE PRESENT**

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According to the National Center on Educational Outcomes (1998), Americans demand more from schools and expect more from students than ever before. Upon entering this century, our nation pledged to increase access to education for all children. As we continue to push forward, American education should rise toward a new challenge – helping all children in every school increase their expectations and achievement in the academic arena (No Child Left Behind, 2001).

States and school districts across the nation are carrying out reforms to recognize and overcome this challenge. Strategies to increase student achievement include setting high content and student performance standards; aligning teacher development with curriculum and instruction; and creating state and local assessments (Datnow, Hubbard, & Mehan, 2002). A key and constant piece in the ever changing puzzle of public education is the school counselor (Bemak, 2000). Throughout the history of American public education, the school counselor was an important stakeholder that provided a service of support for whoever was in need (Burnham & Jackson 2000). Today, the educational landscape has added another dimension to the puzzle and counselors are trying to find where they fit into the picture.

The problem that this research will investigate is to what extent policies, indigenous to the age of accountability, have informed professional perceptions about secondary school counseling.

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1.0 REVIEW OF LITERATURE

In order to prepare the reader for this particular research study, the author has decided to trace historical events that have occurred over the last century. The literature review will be divided into historical times periods and/or decades. Because there are an infinite number of events the author can report on, he has chosen to categorize his research into three segments: world/national, public education, and the counseling profession. In order to show the reader that societal events and educational support systems have a significant impact on the counseling profession (Coy, 1999), he will report on specific events that either helped or hindered the school counselor. A multitude of resources were used to make connections between the reported events. In order to reduce the length of this document, the author summarized the majority of the historical events.

The last section of this chapter presents a conclusion and a conceptual framework summary. The following figure is a flow chart that presents examples of how the first chapter's framework is set up. This chart will help to further clarify the format of the first chapter.

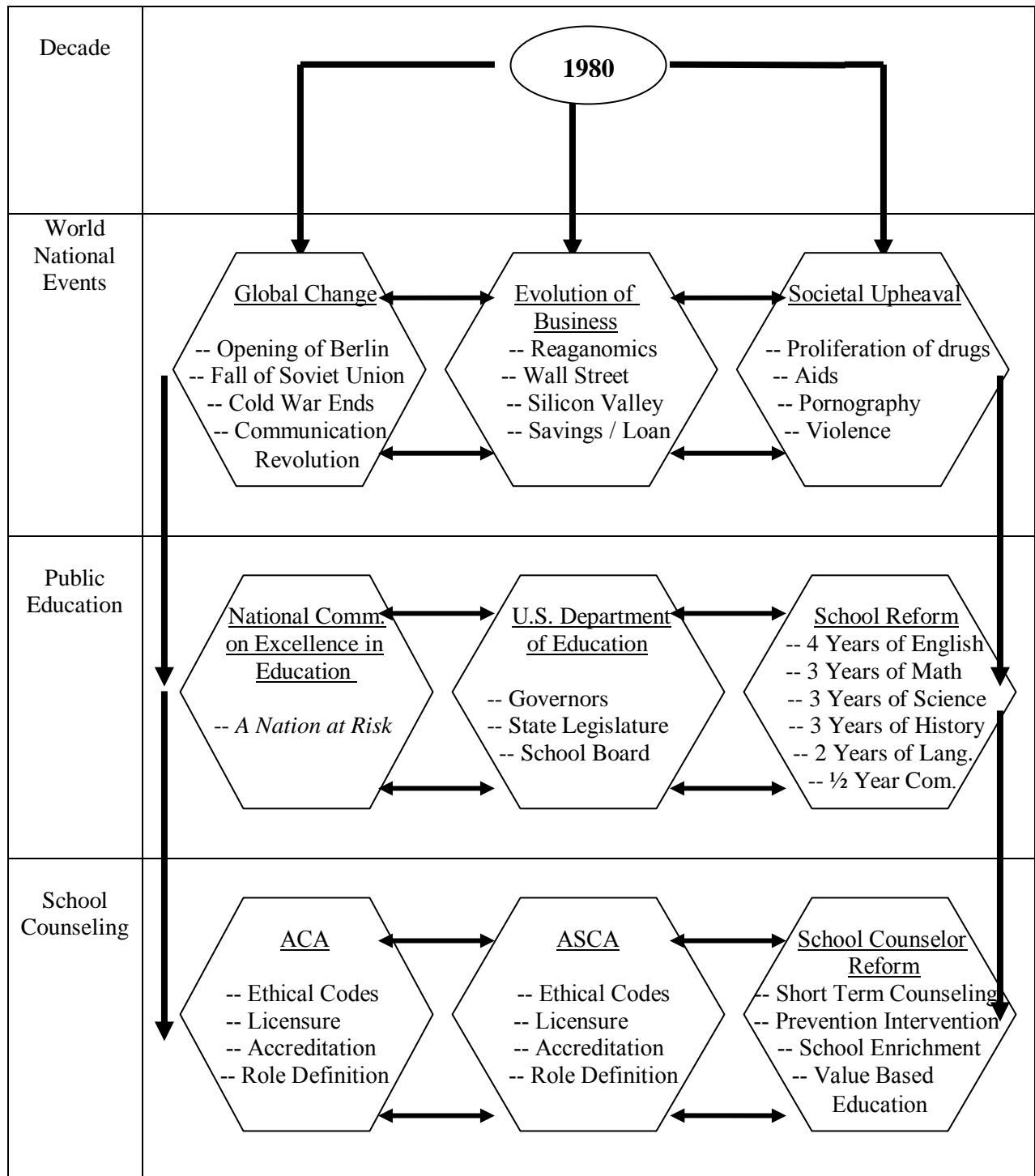


Figure 1 Chapter 1 Flow Chart

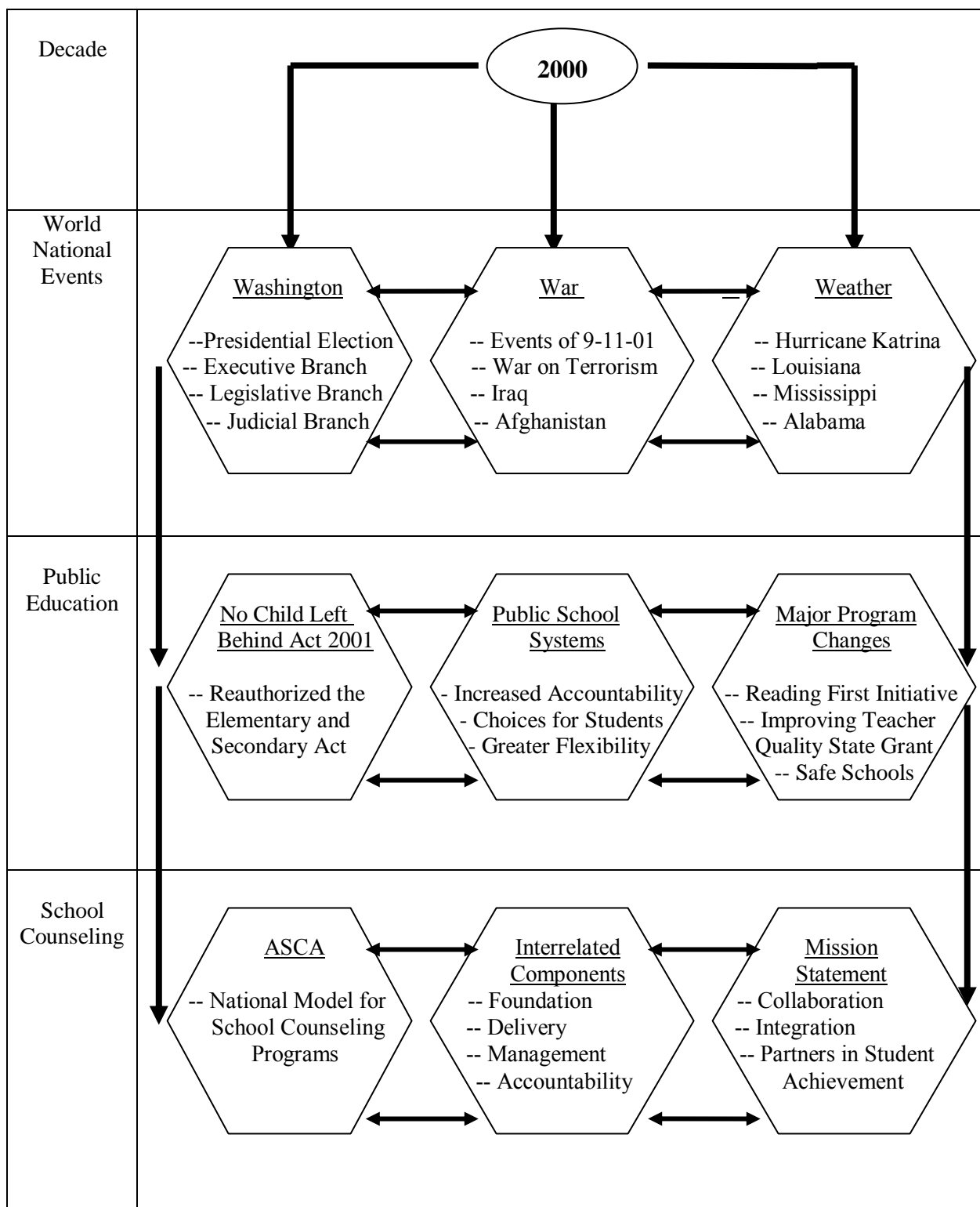


Figure 1 (continued). Chapter 1 Flow Chart

1.1 INTRODUCTION / GILDED AGE

In order for one to define, describe, shape and fit secondary school counselors into public education in the 21st century he/she could analyze the present or project into the future for answers. However, one can quickly find that many of the roles and strategies used by school counselors today have emerged from its rich and diverse past (Myrick, 1993).

Baker (2003) claims schools are a microcosm of society. It has been observed for many years that the changing roles of school counselors throughout American education are consistent with the changing roles of society throughout the American eras (Coy, 1999).

Gilded Age

Guidance arose in the dawning 20th century as one of several movements answering the upheaval and turmoil created by the 19th century Industrial Revolution. Like other early reform movements, the response of guidance was provoked by conditions resulting in personal anguish for hundreds of thousands of persons. During this time in American history, many individuals were rapidly displaced and distanced from their familiar past. Technical obsolescence quickly ended the time-honored skills and customs of the past (Baker, 2003).

The abrupt shift from self-sufficient and agrarian society to a nation dependent on industry and the mass production of goods was largely devoid of a placid transition period. Instead, the mid and late 1800s would be marked by events that would change western civilization. On the domestic front, Americans were being challenged by the affects of a devastating civil war, periods of economic depression, the closing of the American frontier, and a war with the fading Spanish empire. On the global front, Americans dealt with the unbridled growth of large metropolitan areas, large waves of

uneducated and unskilled immigrants, unchecked expansion of family fortunes through business and industry, and unforeseen modes of communication and transportation.

Finally, on the legislative front American politicians were legally freeing millions of former slaves without economic and social autonomy, they were being challenged to establish religions by social and biological Darwinism, they were being pressured to pass compulsory school attendance laws, they were encouraged to expand the growth of state and federal government to cope with the earlier enlargement of corporate and industrial complexes, and were being asked to champion the struggle of women for basic human rights (Smith 2004).

It was no accident that guidance began in the United States in the large industrial centers of the Midwest and eastern seaboard. To cities such as Chicago, Detroit, Boston, and New York came newly arrived immigrants, out-of-work farmers, Southerners seeking northern prosperity, minorities in search of employment and young people bored with rural and small town life. Some came with hope while others were driven by desperation. All sought a better life than they left behind. Unhappily, those drawn to metropolitan areas rarely found the good life. It was more likely that in large cities their misery and insecurity was increased. Available housing was expensive, crowded, dirty and in constant danger of fire. There were few social or recreational outlets and the life of the city broke up the extended family by placing a premium on individual earning power. Finally, employment in urban centers was largely restricted to unskilled work in the mines, mills, factories, and railroads. The bulk of this work was demeaning and dangerous and while the products of this toil brought wealth to the few (Greenwood, 2000).

The injustice and suffering wrought by massive technological change would shape the early destiny of guidance. The leaders of this emerging profession would come essentially from the front ranks of idealistic and committed reformers. Their primary audience would be children and adolescents and the school would be selected to serve as the agent for rectifying the existing ills of society (Baker, 2003).

In early 20th century America, the institution most profoundly influenced by guidance was the public schools. Guidance initially entered the public schools much like any other initiative. It was first viewed as something that could be taught by a teacher in a classroom to large numbers of males and females. Further, guidance was largely seen as a series of learning experiences complementing the existing curriculum by addressing important areas therefore ignored and neglected (Miller, 1961).

Jesse B. Davis

Educational historians attribute Jesse B. Davis as the first educator to systematize guidance into the accepted school curriculum (Miller, 1961). As a school administrator in the growing industrial city of Detroit between 1898 and 1907, Davis was troubled by the vocational and social problems of his students. He carried this concern with him when he accepted the principalship of Grand Rapids, Michigan High School in 1907 and decided to create a guidance curriculum.

Davis (1914) selected English composition as the area best suited to what he termed “vocational and moral guidance,” and one English period a week was set-aside for this lesson. For Davis, the definition and objectives of guidance at this time were nothing less than:

the pupils better understanding of his own character; it means an awakening of the moral consciousness that will to emulate the character of the good and the great

who have gone before; it means a conception of himself as a social being in some future occupation, and from this viewpoint the appreciation of his duty toward his business associates, toward his neighbor, and toward the law. (p. 17)

The words and work of Jesse Davis were those of an ambitious and inspired reformer. He is best understood not in the narrow frame of vocational guidance, but rather in the broad perspective of the progressivism in American education began by Horace Mann and perfected by John Dewey.

Frank Parsons

While the early work of Jesse Davis was blossoming in the industrial Midwest, another guidance pioneer arose in an industrial complex on the eastern seaboard. Frank Parsons, often called the Father of Guidance, did not begin his career in the public schools.

Instead, Parsons began as a social worker in Boston and was heavily influenced by the philanthropic example of Jane Addams in Chicago. This influence was early reflected by Parson's work in establishing a settlement house in Boston for young adults already employed in industry or in need of employment (Davis, 1969).

Although the early work of Parsons was focused on out-of-school young people, his hopes centered on a time when vocational guidance would "become a part of the public school system in every community" (Lasch 1965, p.157). To accomplish this end, Parson established the Vocation Bureau in Civic Service House in Boston in 1908. The founding of the Vocation Bureau was a major breakthrough because it represented the first "institutionalization of vocational guidance" (Jones, 1994). A year later, Parson's volume on *Choosing a Vocation* (1909) was published with rave reviews. According to *Book Review Digest* (1909) Parson's work was "interesting and constructive" (p.346). Because of Parson's work in the vocation movement, Boston was selected as the site for

the first conference on vocational guidance in 1910. This conference later resulted in the founding of the National Vocational Guidance Association in 1913 in Grand Rapids Michigan. The link between the pioneer work of Jesse Davis and Frank Parsons is obvious and their early achievements led in 1915 to the first publication of the National Vocational Guidance journal, the *Vocational Guidance Bulletin*.

The social reform movement

The growth of vocational guidance in schools was an uphill battle. However, a number of forces combined to offset the apathy and opposition to vocational guidance. Without doubt, the single greatest support for this endeavor came in the form of the social reform movement of the early 1900's. The linkage between this movement and vocational guidance was largely built on the issue of the growing exploitation and misuse of human beings. This linkage centering on the two conditions of economic waste and human suffering was to be used time and again as a means of pricking the conscience of the public, especially legislators. Lawmakers were forced to be responsive to the persistent and ceaseless cries of social reformers. As a consequence, Congress passed the landmark National Vocational Education (Smith-Hughes) Act (1917) for secondary school vocational education and teacher training. This vocational education act provided federal funding for agricultural, domestic science, and industrial education programs in the high schools and for the college-level preparation of teachers in these subject areas. This public law was strengthened during the next 20 years by such succeeding legislation as the George-Reed Act (1929), the George-Ellzey Act (1934), and the George-Deen Act (1936).

The George-Reed Act extended and amended the Smith-Hughes Act of 1917. In addition to increasing the federal support for all of vocational education, this new act gave home economics the status of an independent division and it assured home economics a fairer share of future federal funding.

The George-Ellzey Act (1934) replaced the George-Reed Act of 1929. The principal change was to add another half-million to bring the total federal supplement for vocational agriculture and home economics to \$3 million each. The law also made available, for the first time, federal funds to train teachers and to supplement their salaries for what it called “distributive education.” The George-Deen Act (1936) authorized Congress to appropriate money, up to \$14.55 million, for vocational education. All these public laws would combine to subsidize and support vocational education as a legitimate enterprise of the public schools.

Changing patterns of industrialization

In addition to the social reform movement and enlightened federal legislation, vocational guidance was stimulated by changing patterns of industrialization. As business and industry grew, the complexity of these operations also increased. The increase in complexity called for a more intelligent and diversified working force which focused attention on schools and the prevailing curriculum. If more competent and highly skilled workers were required, what could schools do to respond to this need?

One response of the schools was to keep students in these institutions longer. This response, however, was not a willing or conscious choice on the part of educators. The lengthening of time spent by students in school was instead a result of new child

labor laws. In the mind of the federal government, the longer a child/adolescent stayed in public school the better the odds he/she would build literacy.

As the number of children and adolescents attending public school grew and grew, the schools were forced to change time-honored customs and traditions. Suddenly schools were flooded with a large and heterogeneous population, and established organizational patterns and curricular offerings were found inadequate. The needs of this new student body caught educators unprepared and reluctant to extend mass education beyond elementary school (Mondale, 2001).

Although public school educators in the early 1900s were unready to deal with mass education, the founders of vocational guidance did not find the prospect frightening. In fact, one strength of the early vocational guidance movement still very evident today is a primary interest in the individual and a preparation of that individual for life in a fluid and ever changing environment (Parsons, 1909).

Synthesis

By carefully examining early American history, one can see that change was a constant reality. Depending on who you were and what you did, change was either positive or negative. The Industrial Revolution hurled the United States into the global era. The global era demanded industry and industry demanded workers. Thus a new profession was born. With the help of the federal government, public education expanded their support system and introduced a new employee into the public schools – the school counselor.

Table 1. Conceptual Framework Organizer = Gilded Age

Time Period	People Organizations of Importance	Major Contributions	Building Block	Main Source
Gilded Age	Jesse B. Davis	Systematized guidance into curriculum	Vocational and Moral guidance	Davis 1914
Gilded Age	Frank Parsons	Vocation Bureau in Civic Service – Boston <i>Choosing A Vocation</i>	Institutionalization of vocational guidance	Davis 1969 Lasch 1965 Parsons 1909
Social Reform Movement	United States Congress	Smith-Hughes Act George Reed Act George-Ellzey Act George-Dean Act	Federal Funding for secondary school vocation education and teacher training	Smith-Hughes 1917 George Reed 1929 George-Ellzey 1934 George-Dean 1936

1.2 THE 1920's

The Roaring Twenties

The 1920s were a time of tremendous change in America. This decade exemplified a fundamental transition - the acceleration of the steady move from an agrarian to an industrial economy. Many historians believe that the “Roaring Twenties” defined the modern age of America. The sign of the times could be seen in the 1920 census, which was the first ever to report a majority of Americans living in urban areas. Prior to World War I, 42% of all Americans lived on a farm. By the end of the twenties this percentage had dropped to 25%. Daylight Savings Time was a spin-off of World War I. So was jazz and Wall Street speculation. An explosion of new inventions and technological breakthroughs transformed popular lifestyles. Shorter workweeks and increased wages

led to a revolution in communications, transportation and recreation. Radio tied the nation together, and Hollywood gave it a common culture by cranking out 2,000 films a year. Charlie Chaplin and Babe Ruth became as famous as Henry Ford and Charles Lindbergh. Even the universe itself was being redefined, thanks to the pioneering work of scientists like Albert Einstein.

The addition of two Amendments to the Constitution launched the decade and defined its character. The enactment of Prohibition marked the beginning of a "Noble Experiment" that strove to uplift America's moral character through the banishment of alcohol. The experiment failed and today references to the "Roaring Twenties" evoke images of lawlessness and moral decay. The 19th Amendment extended the right to vote to women and reflected a change in women's role in American society that continues today (Sklar, 1992).

Public Education in the 1920s

The wind of change also blew through the doors and windows of public education. The post-World War I baby boom led to dramatic increases in the numbers of students attending school and a marked rise in the demand for teachers. Prior to World War I only 7% of all Americans completed High School. By the end of the '20s this percentage had jumped almost six-fold to 41%. New classes in the sciences, physical education, home economics, geography, and industrial arts expanded the curriculum from the traditional focus on the Three Rs (readin', 'ritin', and 'rithmetic) (Mondale, 2001).

Psychometrics as the Early Support Base for Guidance in Public Schools

The early vocational movement was largely devoid of philosophical or psychological underpinnings. The (Frank) Parsonian model of vocational choice was grounded on

simple logic and common sense and relied predominately on observational and data gathering skills. Inclusion of this model in the public schools was therefore argued on “the ground of economic and humanitarian conditions outside the school and not for any intrinsic educational merit” (Jones, 1994, p.288). With the exception of Jesse Davis and a few others, vocational guidance was not associated with the process of education nor was it viewed as a means of contributing to the development of the individual through a process extending over a number of years.

Although the early years of vocational guidance were lacking in strong philosophical or psychological support, this void was soon filled by the growing enchantment of guidance with psychometrics. According to Rust & Golombok (1999) psychometrics is a diverse and exciting field that concerns itself with the design and analysis of research and the measurement of human characteristics. This field has been the genesis of intelligence testing, personality testing, and vocational testing, and has contributed to the emergence of new approaches and methods to psychological measurement based on the demands of society and the emergence of new technology (p.6).

During the 1920s, the merger of vocational guidance and psychometrics would set in motion a psychological foundation that rested on testing and individual pupil analysis. This movement gave vocational guidance respectability, credentials, and a firm foothold in public institutions.

G. Stanley Hall and the rise of the testing movement

G. Stanley Hall was an American psychologist who focused his attention on the educational needs of adolescents. He made numerous contributions to American

education in psychology, including his leadership in the child study movement and his explorations into the theory of adolescents (Ross, 1972).

During the turn of the century, the American high school was primarily college preparatory, emphasizing Latin, modern foreign languages, mathematics, science, English and history (Mondale, 2001). However, Hall objected strongly to the college preparatory view arguing, “high school should be more concerned with the education of adolescents” (Hall, 1911, p. 36). The high school was the institutional extension of the elementary school. Hall and other educators began to view the high school as a school for adolescents rather than a strictly college preparatory institution.

In 1889, Hall was named president of the newly founded Clark University in Worcester, Massachusetts. Under his guidance considerable work was done in educational research at the university during its first 20 years. Hall was instrumental in the development of the new science of educational psychology. Hall's pioneering studies, *Adolescence* (1904) and *Educational Problems* (1911), described the implications of adolescent development on education.

During the 1920s, Hall was influenced by Charles Darwin's theory of evolution. It provided an impetus for the scientific examination of child development. Darwin's emphasis on the survival behavior of different species stimulated an interest in observing children to identify their adaptive behaviors and to learn about the inheritance of human behavior. These studies were of limited scientific value because they lacked objectivity and often failed to describe adequately the behaviors being observed, making validation impossible. However, the Evolutionary theory would broaden the scope of psychology

and lead to a "genetic" analysis of the stages of human growth and development (Ross, 1972).

Hall's connection to the counseling movement was his exploration into a child's educational readiness compared to their psychological and physiological stages of development. His unique work suggested for each developmental stage, there should be appropriate learning and activities. Hall's ideas created a theme that the American public school curriculum should come from the child and be based on his or her interests and needs. His pioneering efforts gave vocational guidance a scientific platform to work off of and an expanding role in early 20th century public education.

John Dewey and the cognitive developmental movement

John Dewey's focus on education was a unique element of his philosophical thinking and writing. Although he did not coin the phrase progressive education, it has come to be associated with Dewey.

Dewey believed there is an intimate connection between education and social action in a democracy. "Democracy has to be born anew every generation, and education is its midwife," (Dewey, 1991, p.16.). Dewey recognized that schools, particularly elementary and secondary schools, often were repressive institutions that did not promote exploration and growth. He wrote about, and helped to implement, a number of reforms that would allow schools to be "major agencies for the development of free personalities" (Sidorsky, 1977, p. 68).

Dewey believed that school should teach students how to be problem-solvers by helping students learn how to think rather than simply learning rote lessons about large amounts of information. In Dewey's view, schools should focus on judgment rather than

knowledge so that school children become adults who can "pass judgments pertinently and discriminatingly on the problems of human living" (Campbell, 1995, p. 215-216). Dewey also believed that schools should help students learn to live and to work cooperatively with others. In *School and Society and the Child and the Curriculum* (1991) he wrote, "In a complex society, the ability to understand and sympathize with the operations and lot of others is a condition of common purpose which only education can procure" (p. 36).

During the 1920s, John Dewey introduced the cognitive developmental movement, proposing that people move through hierarchical stages of development. These stages are qualitatively distinct, with each stage being unique and separate. Dewey (1963) proposed that the challenge in child development is to provide children with the appropriate types of stimulating experiences during decisive periods of development when specific predispositions are ready to surface and progress. Therefore, Dewey emphasized the school's role in promoting students' cognitive, personal, social, and moral development. A result of Dewey's work was an incorporation of guidance strategies into the curriculum designed to support student development.

Synthesis

The Roaring Twenties turned the constant reality of change into a positive force. Americans took their first glance at the modern age and loved what they saw. Even though the United States was rising like an airplane in the eyes of the world, the federal government kept its people grounded. The focus and energy the Americans displayed was on improvement. The federal government carved out the "character" of our nation through legislation. The public school system found ways to improve their services so

that the children could learn more effectively and efficiently. The school counselor followed the lead of its school system by creating and implementing a new way to measure human characteristics such as intelligence, personality and vocational interests.

Table 2. Conceptual Framework Organizer = Roaring 20's

Time Period	People Organizations of Importance	Major Contributions	Building Block	Main Source
1920s	United States Government	18 th Amendment 19 th Amendment	Noble Experiment	Sklar 1992
1920s	Psychometrics	Intelligence – Personality Vocational Testing	Individual Pupil Analysis	Rust & Golombok 1999
1920s	G. Stanley Hall	American Education In Psychology	Curriculum based on interest and needs	Hall 1904 / 1911 Ross 1972
1920s	John Dewey	Progressive education	Cognitive Developmental Movement	Campbell 1995 Dewey 1963 / 1991 Sidorsky 1977

1.3 THE 1930's

The Big Crash: America in the 1930s

The Wall Street Crash of 1929 dramatically closed the curtain on the prosperity of the twenties and precipitated the greatest economic decline in US history. In 1929 only 3% of Americans were without a job, by 1933, the unemployment rate had risen to 25%.

Natural calamities added to the nation's miseries. Drought in America's heartland turned the once rich soil to dust. Winds whipped the loose soil into gigantic dust storms that ravaged the country from South Dakota to Texas. Thousands were forced to abandon

their farms, clogging the highways as they headed West in the hopes of finding a better life.

The economic hardships spawned a wave of lawlessness in which desperadoes such as Bonnie and Clyde, Pretty Boy Floyd, Machine Gun Kelly and John Dillinger became folk heroes. It was not until 1940 with the outbreak of war in Europe and the simultaneous military buildup in America that the nation's economic fortunes improved and the Great Depression slid into history (Watkins, 1993).

Public education in the 1930s

The 1930's were a perilous time for public education. With cash money in short supply parents were unable to provide their children with the necessary clothes, supplies, and textbooks (which were not furnished in some states) to attend school. Taxes, especially in rural areas, went unpaid. With the loss of revenue, school boards were forced to try numerous strategies to keep their districts operating. School terms were shortened. Teachers' salaries were cut. Most teachers were paid \$40 a month for a five-month school year - and were very glad for the job! When rural counties were forced to charge tuition in order to keep their schools open, many children were forced to drop out. Some farmers were able to barter wood to fuel the classrooms' potbellied stoves for their children's tuition, thus enabling them to continue their education.

The famous Dick and Jane books that taught millions of children to read were first published in 1931. These primers introduced the students to reading with only one new word per page and a limited vocabulary per book. All who learned to read with these books still recall the "Look. See Dick. See Dick run" (Tyack, Lowe, & Hansot, 1984).

Trait and Factor Counseling

Vocational guidance arrived on the American scene during the first decade of the 20th century as one of many new movements. Perhaps it is worth noting that the vocational guidance movement made little mention of counseling during its first three decades. In fact, it would not be until the four decades of writings (beginning in the 1930s) by Edmund Griffin Williamson that the concept of counseling as a psychological process would become delineated and expostulated. The trait-factor approach that Williamson proposed in the late 1930s was a direct outcome of his investigation of a variety of settings. Going back to the late nineteenth and early twentieth centuries, he integrated Galton's empirical and systematic attempts to measure differences in individual capacities and aptitudes; investigations by Binet's and Cattell's differential prediction of intelligence; and Munstenberg's utilization of such individual differences in industrial applications. He then bound these psychometric approaches to Frank Parson's theories of vocational guidance (Williamson, 1972, pp.137-140).

Thus, out of a "dust bowl empiricism" of the 1930s, trait-factor counseling was born. Its practical purpose was to define human behavior by specific traits, such as aptitudes, achievements, personalities, and interests. These traits could then be integrated in a variety of ways to form constellations of individual characteristics called factors. Based on such traits and factors, a scientific problem-solving method could be employed that had statistically predictable outcomes that could be applied differently to individuals (Williamson & Biggs, 1979).

The trait-factor approach is concerned with the total development of the individual across life stages and environments. Its short-term goal is to help the client

stop irrational, nonproductive thinking and behaving and start using rational problem-solving skills for effective decision making (Lynch & Maki, 1981). The counselor-client relationship can be described as teaching, mentoring, and influencing. External measures that allow the individual to gauge personal development against society are used. The long-term goal of the counseling relationship is to provide the client with decision-making skills formulated jointly by the client and society.

Two distinct attributes uniquely mark the trait-factor approach when we trace the history and roles of school counselors. First, the theory evolved from a vocational perspective. Second, it developed as a student personnel program in a university setting and later found its way into secondary schools. As such, many of its techniques and practices are based on the vocational and educational counseling of students. It continues to operate in those venues today and is clearly one of the few theoretical approaches at present that focuses on nonpathological clients who are experiencing typical developmental problems of living during the early years of the 21st century. From that standpoint it still operates on its historical principles of preventive counseling, information services, testing, and teaching.

Synthesis

As human history has reported, all nations at times have to find light in total darkness. Darkness fell on America during the 1930s. Because of the Great Depression, many people in America were taught their first lesson in perseverance. The government and schools did what they could to help those who were suffering. Most of the time, however, it was not enough. During the darkest hour of our history, the school counselor shined the brightest. Because of the dire circumstances inside of society and schools, the

school counselor added guidance to their functions and activities to help those down on their luck.

Table 3. Conceptual Framework Organizer = The 1930's

Time Period	People Organizations of Importance	Major Contributions	Building Block	Main Source
1930s	Edmund Griffin Williamson	Trait and Factor Counseling	Preventive Counseling Information Services Testing Teaching	Lynch & Maki 1981 Williamson 1972 Williamson & Biggs 1979

1.4 THE 1940's

Decade of Triumph: America in the 1940s

Because of the overwhelming magnitude of World War II, life in the United States during the 1940s was full of fear and uncertainty. War dominated and defined this decade. The Japanese bombing of Pearl Harbor shattered the long-standing U.S. policy of isolationism. Because of uncontrollable forces outside of the U.S., Americans now had to focus their time, effort, and energy onto three theatres. As President Franklin D. Roosevelt guided the country on the homefront, Dwight D. Eisenhower commanded the troops in Europe while General Douglas MacArthur and Admiral Chester Nimitz led them in the Pacific.

In the domestic theatre, unemployment almost disappeared, as most men were drafted and sent off to war. The government reclassified 55% of their jobs, thus allowing

women and blacks the opportunity to become a larger part of the workforce. First, single women were actively recruited. But in 1943, with virtually all the single women employed, married women were allowed to work. Just when the American workforce became inclusive a wave of paranoia washed over the U.S. and demanded that the culture be exclusive. Legislation made it legal for Japanese immigrants and their descendants, suspected of loyalty to their homelands, to be sent to internment camps.

Pride swelled in the hearts and minds of every American. There were scrap drives for steel, tin, paper and rubber. These were a source of supplies and gave people a means of supporting the war effort. Automobile production ceased in 1942, and rationing of food supplies began in 1943. Victory gardens were re-instituted and supplied 40% of the vegetables consumed on the home front.

On May 8, 1945, President Harry Truman celebrated V-J Day when Japan surrendered after two atomic bombs were dropped on Hiroshima and Nagasaki. The United States emerged from World War II as a world superpower, challenged only by the USSR. While the USSR subjugated the defeated countries, the US implemented the Marshall Plan, helping war-torn countries to rebuild and rejoin the world economy. Disputes over ideology and control led to the Cold War. Communism was treated as a contagious disease, and anyone who had contact with it was under suspicion. Alger Hiss, a former hero of the New Deal, was indicted as a traitor and the House Un-American Activities Committee began its infamous hearings.

Returning GI's created the baby boom, which is still having repercussions on American society today. Although there were rumors, it was only after the war ended that Americans learned the extent of the Holocaust. Realization of the power of prejudice

helped lead to Civil Rights reforms over the next three decades. The Servicemen's Readjustment Act, commonly known as the GI Bill of Rights, entitled returning soldiers to a college education. In 1949, three times as many college degrees were conferred as in 1940. College became available to the capable rather than the privileged few.

Television made its debut at the 1939 World Fair, but the war interrupted further development. In 1947, commercial television with 13 stations became available to the public. Computers were developed during the early forties. The digital computer, named ENIAC, weighing 30 tons and standing two stories high, was completed in 1945 (Freeth, 2002).

Public education in the 1940s

The 1940s were a decade of profound change at all levels of American education. Primary and secondary education, for the most part under-funded, poorly organized, and inefficient, became more standardized, better organized, and properly funded. Higher education, divided between progressive educational advances and the lingering traditions of nineteenth-century "gentleman's" education, became definitively modern. The new university offered students unprecedented social and academic freedom, restructured its pedagogy to emphasize the sciences, professionalized its humanities curriculum, and integrated its activities with government and industry. American education was in a decade of transition, well on its way to becoming standardized, professional, scientific, and national (Mondale, 2001).

The Father of Counseling: Carl Rogers

The erosion of the dominant trait and factor approach to counseling began in the early 1940s and was complete within a decade. Part of this downfall coincided with a new

spirit in the land following the Depression and World War II and a desire by individuals for greater freedom and personal autonomy. It was abetted by the newly found affluence following the war, a full employment market, the opportunities offered to returning veterans by the GI Bill, and a general extension of education to otherwise denied audiences. Traditional vocational guidance did not meet these broad needs and the emerging field of counseling psychology not only offered help in customary vocational areas, but went “beyond it to deal with the person as a person, attempting to help him with all types of life adjustments” (Super, 1955, p.6).

The inadequacy of early counseling models had actually been pointed out in the late 1930s by a number of clinical psychologists (Allport, 1937; Freud, 1937; Horney, 1937; Sherif, 1936; Warner, 1937). In addition, breakthroughs in this area would occur during World War II and influence the directions of counseling by changes in university curricula and in the training of those responsible for the preparation of counselors. It would come even more dramatically in the form of new models and techniques related to the practice of counseling.

If freedom and self-determination was a major factor in changing the direction of guidance and counseling in the 1940s, the prime mover was Carl Rogers. Without a doubt the most profound single influence in changing the course and direction of the entire counseling movement in the mid and late 1940s was Rogers (1939, 1951, 1954, 1961). Because of the enthusiasm generated by Roger’s revolutionary approach, client-centered counseling prospered in the 1940s and 1950s. The extent of this influence was most marked by the overnight replacement of testing by counseling as the key guidance function. In turn, counseling would rise to such eminence in the 1940s and 1950s that it

would compete and contend with guidance in regard to the use of a counselor's time and the overall purpose of a guidance counselor.

The influence of Carl Rogers on the profession of counseling can hardly be underestimated. In particular, the literature pertaining to the practice of counseling and guidance would change dramatically. Before Rogers, this literature was of a very practical nature and dealt with topics as testing, cumulative records, orientation procedures, vocations, and placement functions. In addition, this early literature would deal extensively with the goals and purpose of guidance (Super, 1955). With Rogers, a sudden change occurred and there was a new emphasis on the techniques and methods of counseling, research, selection and training of future counselors, and the goals and objectives of counseling. At the beginning of the 1940s, guidance would suddenly disappear as a major consideration in the bulk of the literature and be replaced by a decade or more of concentration on counseling.

Synthesis

Many historians have written that World War II was a curse as well as a blessing. The curse of course was it took millions of people from around the world to rid our planet of evil. Fortunately, good overcame evil but it took millions of men and women to give their life up for the cause. The blessing of this War was that it resurrected the American economy and lifted the United States out of the Great Depression. With this "new" money, America was able to reinvest into their future by educating children, adolescents and adults in public institutions. The function and activities of the school counselor played a small but important part in the education process.

Table 4. Conceptual Framework Organizer = The 1940's

Time Period	People Organizations of Importance	Major Contributions	Building Block	Main Source
1940s	United States Congress	Servicemen's Readjustment Act (GI Bill)	Entitled returning soldiers to a college education	Servicemen's Readjustment Act (GI Bill) 1944
1940s	Carl Rogers	Client Centered Counseling	Techniques/ Methods Training of Counselors Goals & Objectives	Rogers 1939, 1951, 1954, 1961

1.5 THE 1950's

The Fight for Equality: America in the 1950s

The image of the 1950s for many people is characterized by the TV sitcom "Happy Days." Clean cut, all-American boys and girls living life in the suburbs without a worry in the world. For many who lived through the 50s, they were "Happy Days." The young people of "Happy Days" were the first rock and roll generation. Tract homes built in Levittown, Long Island, spawned suburbia and made owning a home affordable to millions. The nation's interstate highway system was built, helping to spread suburbia and creating a national obsession for the automobile. The first McDonald's restaurant opened in Des Plaines, Illinois, beginning the fast-food craze.

Many people were "self-absorbed" and yearned for the quiet life the suburbs offered after going through the depression years and maelstrom of World War II. But in "Happy Days" there were no African American characters to represent those unable to pursue the American dream into the suburbs. America began to face up to its racist history during the 50s. Events like Rosa Park's refusal to give up her bus seat to a white

rider sparked the civil rights movement that would bring an end to segregation. The social fabric of the nation began to change during the 50s.

Television as a medium came into its own and overtook radio as the dominant form of mass communication. Rock and roll was not the only form of expression. The Beat Generation of writers such as Jack Kerouac, Allen Ginsberg, William S. Burroughs and Lawrence Ferlinghetti came of age in the 50s. In Chicago, Hugh Hefner published the first issue of *Playboy* magazine, featuring a centerfold of actress Marilyn Monroe.

There were advances in medicine, science and technology. The first photocopy machine was built by Haloid Corp., which would later become Xerox. NASA was formed to explore space and America launches its first satellite. The first polio vaccine was developed, and Francis Crick and James Watson discovered the structure of DNA, the building blocks of life on the planet.

The Cold War with the Soviet Union heated up during the 50s, and the Korean War put U.S. troops on foreign soil five years after the end of World War II. All this created the right climate for Senator Joseph McCarthy's anti-Communist witch-hunt. The 50s provided a transition period for people to recover from the chaos of World War II before the social and political transformations that would come in the 1960s (Fyson, 1990).

Public education in the 1950s

During the fifties, American education underwent dramatic and, for some, world shattering changes. Until 1954, an official policy of "separate but equal" educational opportunities for blacks had been determined to be the correct method to insure that all children in America received an adequate and equal education in the public schools of the

nation. In 1954, Chief Justice Earl Warren and other members of the Supreme Court wrote in *Brown v. the Board of Education of Topeka, Kansas* that separate facilities for blacks did not make those facilities equal according to the Constitution. Integration was begun across the nation. In 1956, Autherine J. Lucy successfully enrolled in the University of Alabama at Tuscaloosa. In 1957, Elizabeth Eckford was the first black teenager to enter then all-white Little Rock Central High School, Little Rock, Arkansas. Although integration took place quietly in most towns, the conflict at Central High School in Little Rock was the first of many confrontations in Arkansas which showed that public opinion on this issue was divided.

Another crisis in education was uncovered by critics like Rudolph Flesch in his book *Why Johnny Can't Read* (1955), who claimed that the American educational system was not doing its job. Other voices in the movement to revamp American schools were Arthur Bestor - *Educational Wastelands* (1954), Albert Lynd *Quackery in the Public Schools* (1953), Robert Hutchins - *The Conflict in Education* (1953), and Admiral Hyman Rickover - *Education and Freedom* (1959).

The Sputnik Spark

The satellite was silver in color, about the size of two basketballs — and weighed a mere 154 pounds. Yet for all its simplicity, small size — and inability to do more than orbit the Earth and transmit meaningless radio blips, the impact of Sputnik on the United States and the world was enormous and unprecedented (Dickson 2001). The spectacular launching of Sputnik in 1957 by the Soviet Union shocked the world, especially the United States. Our nation quickly concluded that the scientific and technological achievements of the Soviet Union were “light years” ahead of the United States.

Congress immediately responded to this challenge by passing a landmark piece of legislation known as the National Defense Education Act of 1958.

NDEA provided aid to education in the United States at all levels, public and private. NDEA was instituted primarily to stimulate the advancement of education in science, mathematics, and modern foreign languages; but it also provided aid in other areas, including technical education, area studies, geography, English as a second language, counseling and guidance, school libraries and librarianship, and educational media centers. The act provided institutions of higher education with 90% of capital funds for low-interest loans to students. NDEA also gave federal support for improvement and change in elementary and secondary education. Similar to federal legislation in the past, this act contained statutory prohibitions of federal direction, supervision, or control over the curriculum, program of instruction, administration, or personnel of any educational institution (National Defense Act, 2004).

The successful launch of Sputnik and the NDEA sparked the rapid development of school guidance and counseling services at the elementary, secondary and university levels. According to Myrick (1993) the NDEA is perhaps the single most important event in the history of the school counseling profession (p. 6). First, it recognized the value of guidance and counseling, and more importantly, it provided funds for the preparation of school counselors. It gave credibility to the idea that a specialist in guidance and counseling was needed in the schools.

As the field of guidance and counseling expanded in scope and purpose in the 1950s, it became evident that there was a need for a professional organization to unify the diverse concerns of counselors. The early Council of Guidance and Personnel

Associations in its eighteen years of existence had failed to bring together the range of groups operating under the guidance umbrella. As a consequence, the American Personnel and Guidance Association was formed by a merger of the existing associations of Guidance Supervisors and Counselor Trainers, American College Personnel Association, and the National Vocational Guidance Association (Bloland, 1999).

Synthesis

Although most people may look at the 1950s as “Happy Days,” the research has reported America found itself being forced to recognize situations that needed to be rectified. It should be no surprise that society called upon government to find solutions to the difficult problems. It also should not be surprising that government turned to public education to set the pace for change. Federal funding allowed schools to reorganize, which in turn, allowed school counselors to expand their functions and activities.

Table 5. Conceptual Framework Organizer = The 1950's

Time Period	People Organizations of Importance	Major Contributions	Building Block	Main Source
1950s	United States Supreme Court	Brown v. the Board of Education of Topeka, Kansas	Integration across the nation	Brown v. Board of Education, 347 U.S. 483 (1954)
1950s	Rudolph Flesch Arthur Bestor Albert Lynd Robert Hutchins Hyman Rickover	<i>Why Johnny Can't Read</i> <i>Educational Wastelands</i> <i>Quackery in Schools</i> <i>Conflict in Education</i> <i>Education & Freedom</i>	American educational system was failing	Flesch 1955 Bestor 1954 Lynd 1953 Hutchins 1953 Rickover 1959
1950s	The Soviet Union	Sputnik Satellite	Promoted Soviet scientific/technological achievements	Dickson 2001
1950s	United States Congress	National Defense Educational Act of 1958	Provided aid to education in the U.S at all levels	National Defense Act 2004
1950s	American Personnel & Guidance Association	United Guidance Supervisors & Counselor Trainers American College Personnel Association National Vocation Guidance Association	Expanded the scope and purpose of the counseling field at every level of education	Bloland 1999 Myrick 1993

1.6 THE 1960's

Decade of Crisis and Change: America in the 1960s

The decade of the 1960s was the most turbulent, perhaps the most memorable, and no doubt the most controversial in the twentieth century. The debate over its legacy has by no means been resolved; it continues to generate emotional reactions, an extraordinary mix of memories, and a wide range of interpretations as to its origins, content and consequences.

Most observers agree that the seeds of the sixties were planted in the conformist soil of the postwar period. Many of the events and nascent movements of the 1950s helped set the stage for what followed, particularly the United States' deepening foreign involvements, the growing tensions over civil rights, and the cultural stirrings that found expression in rock and roll and the Beat movement.

As the sixties progressed, causes for rebellion increased, shattering what remained of the consensus and complacency of the postwar era. At times, the very survival of American society seemed threatened, not as in the previous decade from nuclear holocaust, but from the violent disaffection of segments of America's own population. The scenes remain vivid in the collective memory - the horrifying succession of assassinations, urban rioting, masked police in fogs of tear gas, campus buildings under siege, masses of sprawling youth at rock festivals, and the haunted faces of the Vietnam war, soldiers and civilians alike. The United States appeared to be experiencing a massive breakdown, a breakdown of faith in its ideals, its institutions and its prospects.

The ongoing stream of memoirs, novels, films, and songs depicting the decade attests to its continuing importance and the grip it still retains on the national imagination.

The events of the time were so dramatic, the moral commitments so compelling and far-reaching that they still engage us, although interpretation of them shifts over time.

Clearly, Americans experienced the decade in strikingly different ways. The majority of students and the vast majority of Americans did not engage in protest, and many were offended by the rhetoric and actions of the activists. The sixties, moreover, fell far short of becoming the total political and spiritual revolution some believed it to be. But the explosion of creative energy that defined the decade was more than an adolescent outburst or an orgy of permissiveness. It was a clarion call to change. Whatever its failings, the sixties remains a remarkable moment in the history of American reform, and its impact persists. The decade opened up a range of experience and a new skepticism about the nation's leaders and institutions; it also encouraged new attitudes toward race, sex, gender roles, bureaucracy, and the physical environment - issues which continue to challenge us forty-five years later (Callan, 2005).

Public education in the 1960s

During the sixties, college campuses became centers of debate and scenes of protest more than ever before. Great numbers of young adults, baby boomers, reaching military draft age and not yet voting age (minimum voting age did not become 18 until 1971), caused a struggle that played out on many campuses as the country became more involved in the Vietnam War.

James S. Coleman, commissioned by the government, published *Equality of Educational Opportunity* (1966), a landmark study that led the way to forced integration in the 1970's.

Problems in secondary schools, discovered in the fifties, were being addressed in books such as James B. Conant's *The American High School Today* (1959). A return to the teaching of basic thinking skills was seen to be part of the solution. In grade schools across the nation, phonetics made a come back as reading specialists try to fix what was wrong in American education in the fifties (Mondale, 2001).

The Counselor in a Changing World

The American Personnel and Guidance Association appointed C. Gilbert Wren to chair the commission on guidance in the American schools. This commission studied the role and function of school counselors, as well as their preparation, and made strong recommendations that resulted in a significant report written by Wren. It was entitled *The Counselor in a Changing World* (1968). This work solidified the goals of the school counseling profession.

The report recommended that counselors should provide individual and group counseling to students, as well as consultation to parents and teachers. There was considerable emphasis upon counselors being well informed about student developmental needs. While the traditional work of psychological appraisal and assistance in making educational-vocational plans was advocated, counselors were encouraged to take an active part in curriculum development.

It was evident that the commission envisioned the counselor as providing services to maximize student potential by emphasizing personal-growth, self-determination, and self-responsibility. This report provided a needed and valuable reference for counselor educators as school leaders (Myrick, 1993).

The federal government continued to influence the development of school guidance and counseling during the 1960s through legislative acts and funds. For example, the extension of the National Defense Education Act (1965) provided the impetus for the growth and development of elementary school counseling. It provided funds for the training of elementary school counselors through special institutes and graduate stipends. Later the Elementary and Secondary Education Act (1965) (Titles I and III) provided more support for elementary school guidance. The federal government also continued its influence through such programs as the Manpower Development and Training Act (1962) and the Economic Opportunity Act (1964) which funded programs such as the job corps, youth opportunity centers and employment services (Baker, 2003).

Synthesis

The 1960s was a time of rebellion as well as a time of reflection. Society, schools and counselors began to reassess the circumstances they found themselves in. Once they realized their present position, they began to envision where they wanted to go and started to strategize on how they were going to get there.

Table 6. Conceptual Framework Organizer = The 1960's

Time Period	People Organizations of Importance	Major Contributions	Building Block	Main Source
1960s	James Coleman	Equality of Educational Opportunity	Study that led the way to forced integration	Coleman 1966
1960s	James Conant	The American High School Today	A return to teaching of basic thinking skills	Conant 1959
1960s	C.Gilbert Wren	The Counselor in a Changing World	Individual / Group Counseling Consultation with Parents & Teachers Curriculum Development	Wren 1968
1960s	United States Congress	National Defense Education Act of 1965	Provided the growth and development of elementary school counseling	National Defense Education Act 1965
1960s	United States Congress	Elementary and Secondary Education Act of 1965	Provided more support for elementary school counseling	Elementary and Secondary Education Act 1965
1960s	United States Congress	Manpower Development and Training Act	Provided education that is essential to the undertaking and profiting from occupational training	Manpower Development and Training Act 1961
1960s	Economic Opportunity Act	To mobilize the human and financial resources of the nation to combat poverty in the U.S.	Job Corps Youth Opportunity Centers Employment centers	Economic Opportunity Act 1964

1.7 THE 1970's

America's Crisis of Confidence: Decade of the 1970s

According to Schulman (2001), we can only understand the 1970s as a decade of disillusion, cynicism, bitterness, and anger by examining it in the context of the aftermath of the Vietnam War, Watergate, and the Cold War (p. 2). Americans were increasingly disillusioned with the government and their democratic institutions in the 1970s. The Cold War, the Vietnam War, and Watergate damaged Americans' faith in their government and their leaders. Burdened with this political disillusionment, American society in the 1970s was also challenged by economic decline and declining standards of living.

For many Americans, the 1970s became a decade of transition--marked by confusion, frustration, and an overwhelming feeling that America had lost its direction, as if the very future of the "American experiment" and the "American dream" might be in question.

In the 1970s, Americans were faced with unresolved conflict and problems which challenged the very heart of the post-war liberal consensus; they faced economic stagnation and recession, increasing poverty, decline in their standards of living, fears that the American dream was becoming harder and harder to achieve, and bitter divisions over America's fundamental cultural values.

Some of the major problems that Americans faced in the 1970s already existed in the past, but for many Americans it seemed to be getting worse and more intractable. In the 1970s, the American culture saw an increase in the divorce rate, which led to the

breakdown of the family structure. The female-headed household forced single women to enter the American workforce in order to support their families. Some historians suggest that this crack in the family structure spawned additional cultural problems such as a rise in juvenile delinquency and an increase in drug-use throughout all levels of society. America also witnessed a spike in crimes (especially violent crimes) as well as premarital sex and couples living together outside of marriage. The presence of gays, lesbians, and bisexuals were recognized and became a part of the fabric of the American culture. Finally, the liberal, white middle-class abandoned their churches and religions while working-class and conservative Americans returned to their religion (in accordance with the rise of TV ministries).

During the 1970s, the American economy became sluggish and mediocre. With the loss of millions and millions of high-paying factory jobs the job market had to be redefined. Therefore, 70 percent of all new jobs created in this decade were low paying service jobs. This transition introduced a new generation (mostly made up of women and children) into the poverty classification.

Inflation was a constant theme throughout the 1970s. It fluctuated between ten and fifteen percent per year. The real income of American workers fell on average two percent a year each year from 1973 to 1981(Schulman, 2001).

As a result of many of these changes, many Americans were losing their faith in the American dream, their society, their government, and their future.

Public education in the 1970s

During the 1970s, core city populations declined at an unprecedented rate. One cause for this population loss may have been a disagreement between the city dwellers and their

public education system. The crack that ruptured this relationship was the implementation or threat of forced busing in city school districts. Because of this mandate, many parents perceived it necessary to move to the suburbs to ensure their children's safety and education quality. During the 1970s, public school enrollments dropped 3.6 million, while the number of school children bused to school rose 3.5 million, a negative ratio never previously or since achieved (Buncher, Fickles, & Orlofsky, 1975)

The early 1970s presented, in addition to the economic crisis, a heap of public discontent about schooling that had been accumulating since the 1960s. At the time, numerous journalistic accounts were telling of schools' abandoning many academic requirements, replacing them with frivolous, fluffy electives, like cooking. Parents worried whether students were learning basic skills, especially when they saw in the newspaper allegations that high-school graduates couldn't read their own diplomas. Many state legislatures responded by mandating "minimum competency" tests to ensure that students were able to read, write, and figure.

The revolution in the schools that led to the abandonment of many academic requirements began during the late 1960s and the early 1970s, as radical critics hammered away at the public school system for whatever faults they discerned in American society. These critics held that planned curricula, testing, textbooks, homework, and the other practices associated with traditional schooling were instruments of oppression. Their goal was child liberation, the creation of permissive environments in which there was no authority, in which children learned because they wanted to and studied what interested them most.

Under attack from the left, educators sought to reinvent traditional schooling, trying innovations such as open education, schools “without walls,” curricula relevant to student interests, and student-designed curricula. Schools of education embraced these innovations and identified themselves with the radical attacks on traditional teacher-led schooling and public education. The ferment excited those pedagogical leaders who agreed with its direction, but it was disheartening for those teachers and parents who wanted schools and classrooms where the adults were in charge. It also played havoc with curriculum, standards, grades, and other traditional elements of schooling (Mondale, 2001).

The counselor in a changing profession

The 1970s commenced a decade of decreasing school enrollment, affecting school counselors. Mercer (1981) described the consequences of the declining enrollment on the profession. Before the reduction, the school counselors' role was to counsel students behind closed doors, but due to difficulties of assessing their outcomes and the issue of confidentiality, administrators began to eliminate counseling positions because of budgetary reductions. Consequently, some school counselors began to take on additional roles in the school to assist administrators and give their role more visibility. These added duties often were administrative in nature and not related to the historic role of school counselors.

The Educational Act for All Handicapped Children of 1975 (PL 94-142) expanded the services school counselors provided. The bill mandated schools to provide free public education for all children with an emphasis on equity for exceptional children (Baker, 2003; Schmidt, 2003). This legislation expanded the school counselors' roles into

special education, including appropriate placement services, collaboration in the Individual Education Plan process, record-keeping management, and providing consultation and counseling service to children with disabilities, their parents and/or guardians, and their teachers (Humes, 1978).

Synthesis

The lack of confidence during the 1970s brought about radical reactions from Americans who were lost. Like before, Americans called upon their government to help them find their way home. However, this time the government did not have a compass for them. Therefore, people began to take it upon themselves to forge a new path hoping to stumble upon recognizable roads. The result was an America that was distancing itself from its past. Changes were occurring within a blink of an eye. The culture was aimlessly looking for its identity. Schools were unstable and not improving the lives of their clients and school counselors found themselves disenfranchised from their glorious past.

Table 7. Conceptual Framework Organizer = The 1970's

Time Period	People Organizations of Importance	Major Contributions	Building Block	Main Source
1970s	Paul Mercer	Stress and the guidance counselor	Role change Administrative in nature	Mercer 1981
1970s	United States Congress	Educational Act for All Handicapped Children	Mandated schools to provide free public education for all children	Educational Act for All Handicapped Children 1975

1.8 THE 1980's

Decade of Greed: America in the 1980s

Between the inauguration of Ronald Reagan in 1981 and the Los Angeles Riots eleven years later, Wall Street, Silicon Valley, and Hollywood dominated the American stage. The nation's skylines rose. The savings-and-loan industry expanded and then ruptured. The opening of Berlin and the fall of the Soviet Union brought the Cold War to an end. AIDS claimed almost 80,000 lives. The IBM PC and the Apple Macintosh began an ongoing personal computer and communications revolution. Fiber optics, satellites, cable television, transnational banking operations, automated teller machines, microwave ovens, compact discs, high-powered pharmaceuticals, and new medical technology came on the scene. Condominiums, shopping centers, and low-rise office complexes altered the American landscape, with loosely coupled cities and towns spreading over whole regions.

Amid the widening luxury, the nation's institutions, neighborhoods, and social habits faltered. Many of America's great thinkers and problem solvers weighed in on the issues and reasons for this decline. Some blamed the immense trade deficit. Others blamed America's foreign relation policies that allowed oil shortages and economic imperialism. Still, others blamed the human conscious when witnessing the plight of drugs, pornography, and violence. Whatever the reason(s) for this decline, most seemed to base their ideas from one main root of evil – Greed (Sewall, 1997)!

Public Education in the 1980s

In the 1980s, a crusade to improve public education gathered momentum. The movement began as several states sought to correct long-standing problems in public schools.

In 1983, the education reform movement gained national prominence with the publication of the report, *A Nation at Risk* (National Commission on Excellence in Education, 1983). That report criticized American education and issued several recommendations to remedy perceived problems. The commission recommended 4 years of English, 3 years of mathematics, 3 years of science, 3 years of social studies, and one-half year of computer science for high school students seeking a diploma. The commission strongly recommended 2 years of foreign language for college-bound students. The report suggested that the school day be lengthened or students spend more of the year in school, and schools renew their commitment to basic skills and academic subjects.

A Nation at Risk spurred action at all levels of government. Governors and state legislatures that had not already done so began to create panels and develop strategies for educational reform. In some cases, individual school boards began reform plans of their own (United States Department of Education, 1984).

Defending and Defining the profession

Efforts to legitimize the profession and remediate role conflicts and problems of definition and practice among school counselors characterized the 1980s. The American Counseling Association (ACA) and the American School Counselor Association (ASCA) created task forces that studied and set guidelines for ethical codes, licensure, accreditation, and role definition of school counselors (Hackney, 1990; Paisley & Borders, 1995). Change in the role of the counselor emphasized the need for counselors to continue to adapt to social changes and to engage in frequent re-evaluation (ASCA, 1990; Hackney, 1990; Tennyson, Miller, Skovholt, & Williams, 1989). By the

late 1980s, the American School Counselor Association (1993, Appendix A; 1990, Appendix B) recommended that the focus of the school counselor should be on developmental concepts (introduced in the form of guidance lessons) for prevention and not remediation (Baker, 1996; Lapan, Gysbers, & Sun, 1997; Sink & MacDonald, 1998). ASCA also recommended short-term consultation, rather than long-term counseling, with a variety of populations (students, parents, teachers, administrators, the community) (Welch & McCarroll, 1993; West & Idol, 1993). Welch and McCarroll (1993) and West and Idol (1993) concluded that consultation was effective for prevention and intervention, and for enhancement of school achievement, improving self-concept, and reducing stress. Consultation was also shown to be effective in helping teachers learn new skills in classroom management, communication, and facilitating value and moral growth of students (Blum, Bleiweis, Furick, Langholz, Smith, Woodley, & Fisher, 1995; Lapan, Gysbers, & Sun, 1997; Sink & MacDonald, 1998; Wiggins, Schatz, & West, 1994). A pivotal study by Bonebrake & Borgers (1984) defined this decade by studying perceptions of the secondary school counselor through the eyes of intermediate, middle and junior high school principals and counselors. By creating a survey of 15 counselor tasks, which included counseling, consulting and coordinating items, the authors were able to expand upon the importance of defining the counselor's role and well as the perceptions they create throughout the educational landscape.

Synthesis

Greed seemed to be the power word for the 1980s. As a nation, Americans consumed whatever they wanted whenever they wanted no matter what the cost. Public school systems selfishly turned their attention to their own existence and pondered ways to

improve the services they were providing their clients. School counselors found themselves in a fight or flight mode. Professional organizations made their case for the need of school counselors in the public school system. More importantly, these organizations took it upon themselves to define their own functions and activities rather than allowing some governor, state legislature, board member or administrator deciding what they should or should not be doing.

Table 8. Conceptual Framework Organizer = The 1980's

Time Period	People Organizations of Importance	Major Contributions	Building Block	Main Source
1980s	National Commission on Excellence in Education	<i>A Nation At Risk</i>	Recommended strategies for educational reform	National Commission on Excellence in Education 1983
1980s	American Counseling Association (ACA) American School Counseling Association (ASCA)	Created task forces that studied and set guidelines for ethical codes, licensure, accreditation and role definition of school counselors	Defended and Defined the Profession	National Commission on Excellence in Education 1983

1.9 THE 1990's

Cracks in Humanity: America in the 1990s

In the 1990's the United States played the role of world liberators, sometimes alone but more often in alliances. The decade began with Saddam Hussein's invasion of Kuwait. Hussein's deliberate action spurred many countries to defend their Persian Gulf ally by

forcing Saddam back into Iraq. The Gulf War was the first of many cracks the U.S. had to patch during this decade (Atkinson, 1993).

In 1993 another crack was found in the African country of Somalia. Television images of starving children led to an American attempt to oust General Mohamed Farah Aideed, a bandit-like warlord who was hoarding famine relief from his countrymen in order to gain and secure power. What started out as a humanitarian/peacekeeping operation turned into the most violent U.S. combat firefight since Vietnam. A tragic firefight, in the most dangerous part of Mogadishu, lasted seventeen hours, leaving eighteen Americans dead and eighty-four wounded (Crocker, 1995).

By September of 1994, the U.S. was once again sending troops to a foreign country to overthrow a military dictatorship, this time in Haiti. In 1996 about 20,000 American troops were deployed to Bosnia as part of a NATO peacekeeping force. In late March 1999, the U.S. joined NATO in air strikes against Yugoslavia in an effort to halt the Yugoslavian government's policy of ethnic cleansing in its province of Kosovo. Some defining moments of this decade show how the U.S. played arbitrator, enforcer, and peacekeeper throughout the world (Durch, 1996).

The cracks in humanity were just as deep and wide in the U.S. as they were in other parts of the world. Sex scandals dominated the U.S. headlines during the 1990s starting with the Tailhook Affair in which Navy and Marine Corps fliers were accused of sexually abusing 26 women. President Clinton kept the gossip flowing as several women accused him of sexual misconduct. The ten years ended with this president narrowly surviving a trial to remove him from office for perjury and obstruction of justice.

Violence also seemed to be a reoccurring topic during this decade. In 1992 South-Central Los Angeles rioted after four white policemen were acquitted of video taped assault charges for beating a black motorist named Rodney King. In February of 1993 Americans were introduced to domestic terrorism when a bomb was detonated in the garage beneath the World Trade Center. During that same month, Americans witnessed four agents of the U.S. Bureau of Alcohol, Tobacco, and Firearms killed during an unsuccessful raid on the Branch Davidian cult compound in Waco, Texas led by David Koresh.

Americans were moved by what they witnessed on their televisions during the second half of the decade. Personal tragedy was reported in 1995 when football hero, O.J. Simpson, was tried for the murder of his ex-wife, Nicole, and her male friend, Ron Goldman. This trial pointed out the continued racial division in the country as most African Americans applauded the not guilty verdict while most white Americans thought a guilty man had gotten away with murder.

Domestic terrorism once again appeared inside of the U.S. when a bomb destroyed the Alfred P. Murrah Federal Building in Oklahoma City and killed 168 Americans on April 19, 1995. This national tragedy became even more twisted with the revelation that the perpetrators were not foreign terrorists but were U.S. citizens led by a U.S. Army veteran named Timothy McVeigh.

In the summer of 1996, the world converged upon Atlanta for the Olympic Games. Under the protection of the U.S., millions of people came to celebrate the ideals of world cooperation and athletic excellence. However, on July 27 at 1:20am inside a still crowded Centennial Olympic Park, an explosion occurred at the base of a concert

sound tower. The blast killed two and wounded 111 others. An FBI investigation led to the conviction of Eric Robert Rudolph an extreme right-wing American terrorist who committed a series of bombings across the southern United States.

In the months between February 1996 and April 1999 there were at least fourteen incidents of school shootings with the most lethal being on April 20, 1999 when 14 students and one teacher were killed and 23 wounded at Columbine High School in Littleton, Colorado. The eerie and ironic truth about the domestic violence that plagued the United States during the 1990s was that the perpetrators were Americans inflicting pain and suffering on their own people, government, and nation (London, 2001).

Public Education in the 1990s

The U.S. federal government's role as arbitrator, enforcer, and peacekeeper not only impacted foreign and domestic issues but also permeated the public education systems of state and local governments. Throughout this decade, the executive and legislative branch of the U.S. government pledged to the American people that they would strengthen education at every level and lead the Nation toward an era of lifetime learning. Working together with state and community leaders, educators, and parents, the federal government understood that the next generation of schoolchildren would have to be better educated and better prepared for the evolving demands of the new American economy. In short, they knew the Information Age had to become the Education Age.

The early 1990s were marked by a growing national concern about the quality of teaching and learning. International comparisons of student achievement revealed both strengths and weaknesses in what and how American schoolchildren were learning. The achievement gap between rich and poor, white and minority, stubbornly persisted, so that

the promise of educational opportunity for every child appeared to be an almost unreachable goal, even as record numbers of children were coming of school age. American education was struggling to redefine itself and was unprepared and unable to respond to the many new and growing demands being placed on it (Mondale, 2001).

Beginning in 1993, the Clinton-Gore Administration purposed a series of comprehensive reforms that addressed some of these issues. In 1994, the Administration took direct aim at the established practice of giving poor children a watered-down curriculum by reforming Title I of the Elementary and Secondary Act (The Improving America's School Act, 1994). Also in 1994, Goals 2000 became law, which created a new framework of support to give local schools, districts, and every State the resources to develop new academic standards, aligned assessments, and create accountability mechanisms (Goals 2000: Educate America Act, 1994).

In 1996, the Administration set a national goal that all children in America read well and independently by the end of third grade, leading to the passage of the Reading Excellence Act (1998). In 1997, the reauthorization of the Individuals with Disabilities Education Act (1997) focused attention not merely on ensuring access to public schools for those students with disabilities, but also ensured that those students got a high-quality education aligned to high standards. Finally, in 1999 the Department of Education began implementing a seven-year plan to reduce class size by adding 100,000 new qualified classroom teachers for grades one to three to further strengthen reading and early childhood development.

Challenges and Changes in the Profession

Realities of the 1980s affected the counselor of the 1990s: 1) budget cuts seriously reduced programs and staff in the helping professions; 2) educational reform shifted from personal development to academic achievement, discipline, order and security; and 3) counseling practices were questioned on their relevance (Stewart & Avis, 1984).

Additionally, several issues of role definition filtrated into the last decade of the millennium and affected program delivery: prevention versus remediation, labels used to describe the profession (counseling versus guidance), the future of elementary school guidance programs, the paper chase, greater use of technology, emphasis on family and group work, a shift toward career education, and adequate implementation and evaluation of comprehensive counseling programs (Schmidt, 1984; Wilson & Rotter 1982).

Synthesis

The 1990s saw America tip toe across fault lines. Hoping that humanity would shift closer together, they used their means to continue the “noble experiment” which began 90 years earlier. The cost of this engagement was enormous but the nation felt the payoff would be priceless. Unfortunately, humanity can be quite unpredictable and America saw its violent side throughout the majority of the decade.

Some experts say schools are a microcosm of society. Those that believe this statement can point to the events that unfolded within public schools throughout the 1990s. Because of the rash of violence that occurred within schools, educational stakeholders had to reorganize their already limited budgets and invest in school safety. Society, humanity and schools once again changed the landscape in which school counselors functioned.

Table 9. Conceptual Framework Organizer = The 1990's

Time Period	People Organizations of Importance	Major Contributions	Building Block	Main Source
1990s	United States Congress	Improving America's School Act	Reorganized Title I Funded & promoted: safe and drug free schools Professional development Bilingual & Immigrant education Education Technology	Improving America's School Act 1994
1990s	United States Congress	Goals 2000: Reforming Education to Improve Student Achievement	Supported state efforts to develop clear and rigorous standards for what every child should know and be able to do	Goals 2000: Reforming Education to Improve Student Achievement
1990s	United States Congress	Reading Excellence Act	Professional Development Out-Of-School Tutoring Family Literacy	Reading Excellence Act 1998
1990s	United States Congress	Individuals with Disabilities Act	Insured students with disabilities received a high-quality education aligned	Individuals with Disabilities Act 97

1.10 THE 2000's

Washington – War – Weather: America in the 2000s

Washington

The 21st century opened with high drama when America chose a new president for a new decade. In November 2000, the election for the President of the United States was one of the closest in our country's history. Both parties were aware of the indecision on the part of the American people three months prior to the election. During that time, many polls

continued to fluctuate, showing candidates Bush and Gore ahead at different times, usually within the statistical margin of error. Neither party, however, expected the outcome to be as close as it did. The outcome of the election was not known until five weeks after the election.

While outcomes were close in quite a few states, the one in question was Florida, a state that had enough electoral votes (25) to determine the election. Election 2000 would become the first election since 1888 where there was a difference between the popular vote and the electoral vote – Vice President Al Gore leading Governor George W. Bush by a little over 500,000 votes while Governor George W. Bush leading Vice President Al Gore in the Electoral College by four votes (271 – 267). The state of Florida being the one to decide was made even more dramatic as Jeb Bush, George W. Bush's brother, was its governor. The outcome of Florida's election revealed that out of more than six million votes cast, Bush led by a slim margin of around 1700 votes. After a machine recount required by Florida law, the margin slipped to below 500. Vice President Al Gore filed a protest and later a contest to the election through the courts, asking for a hand recount in selected Florida counties. Florida Secretary of State, Katherine Harris, blocked efforts of counties conducting a hand count. Democrats questioned the Republican Secretary of State's motives because she was also the co-chair of the Bush campaign in Florida. The Florida Supreme Court stepped in twice allowing recounts to commence.

Due to a looming deadline for Florida to name its electors, the Florida Supreme Court ruled in a 4-3 vote that only ballots that machines could not read would be counted and then added to the total. However, the United States Supreme Court overruled the

Florida Supreme Court, questioning the Constitutionality of the recounting. On remediating the Constitutional problem, the U.S. Supreme Court ruled 5-4 that the Florida Supreme Court had to come up with another solution on how hand counts should be conducted. The deadline to submit the names of the electoral voters was only two hours away from the time the U.S. Supreme Court submitted its opinion. Therefore, the U.S. Supreme Court's remedy was impossible. So the five justices argued that since the deadline was at hand, no more recounts could occur, and thus the original certified winner (Bush) stood.

In an election that had an outcome of an almost split House of Representatives (five seat difference) and evenly split Senate (50-50), this historical election made many political pundits declare the nation to be "Divided" (Bugliosi, 2001).

War

At 8:46 on the morning of September 11, 2001, the United States became a nation transformed. An airliner traveling at hundreds of miles per hour and carrying some 10,000 gallons of jet fuel plowed into the North Tower of the World Trade Center in Lower Manhattan. At 9:03, a second airliner hit the South Tower. Fire and smoke billowed upward. Steel, glass, ash, and bodies fell below. The Twin Towers, where up to 50,000 people worked each day, both collapsed less than 90 minutes later.

At 9:37 that same morning, a third airliner slammed into the western face of the Pentagon. At 10:03, a fourth airliner crashed in a field in southern Pennsylvania. It had been aimed at the United States Capital or the White House, and was forced down by heroic passengers armed with the knowledge that America was under attack.

More than 2,600 people died at the World Trade Center; 125 died at the Pentagon; 256 died on the four planes. The death toll surpassed that at Pearl Harbor in December 1941.

The nineteen conspiring hijackers who carried out these attacks were affiliated with al-Qaeda, a well-organized Islamic terrorist group led by Osama bin Laden, a former Saudi national whose citizenship was revoked in 1994. Fifteen of the hijackers were from Saudi Arabia, two were from the United Arab Emirates, and one each came from Egypt and Lebanon. American investigators concluded that it was Khalid Shaikh Mohammed who led the planning of the attacks (National Commission on Terrorist Attacks, 2004).

The “war on terrorism” was launched in response to the September 11, 2001 attacks on New York and Washington D.C. In October, 2001 the U.S. and some of its allies invaded Afghanistan with the stated goal of ending international terrorism by stopping terrorist groups and ending state sponsorship of terrorism. The George W. Bush administration also considered the country of Iraq part of the terror network, even though several reasons the U.S. originally presented for invading Iraq have since been discredited. The administration claimed that Saddam Hussein had partnered with Islamist terrorist groups, one being al-Qaeda, and was stock piling weapons of mass destruction. Several subsequent investigations by U.S. government agencies, the Senate Select Committee on Intelligence, and the 9/11 Commission found no evidence of substantial recent cooperation between Iraq and al-Qaeda.

Major terrorist incidents that have occurred after the September 11 attacks include the Bali nightclub bombing, the Madrid train bombings, and the London Underground

bombings. The country most affected by terrorism is Iraq. Since the U.S. invasion, thousands of Americans (soldiers, workers, & reporters) as well as Iraqis have been victims of bombings, kidnappings and assassinations. Suicide bombings with dozens, even hundreds of victims, are a regular occurrence.

The September 11th attacks are among the most significant events to have occurred so far in the 21st century in terms of profound political, psychological, and economic effects that impacted the United States and many other parts of the world (Gunaratna, 2003).

Weather

Hurricane Katrina was the eleventh named tropical storm, fifth hurricane, and first Category 5 hurricane of the 2005 Atlantic hurricane season. Katrina formed over the Bahamas on August 23, 2005, and crossed southern Florida at Category 1 intensity before strengthening rapidly in the Gulf of Mexico, becoming the strongest hurricane ever recorded at that time in the Gulf. (Hurricane Rita broke this record later in the season). The storm weakened considerably before making its second landfall as an extremely large Category 3 storm on the morning of August 29 along the Central Gulf Coast near Buras-Triumph, Louisiana.

The storm surge from Katrina caused catastrophic damage along the coastlines of Louisiana, Mississippi, and Alabama. Levees separating Lake Pontchartrain from New Orleans were breached by the surge, ultimately flooding about 80% of the city. Wind damage was reported well inland, impeding relief efforts. Katrina was estimated to be responsible for \$75 billion in damages, making it the costliest hurricane in United States

history; the storm also killed 1,418 people, becoming the deadliest U.S. hurricane since the 1928 Okeechobee Hurricane (Brown, 2005).

Public Education in the 2000s

Three days after taking office in January 2001 as the 43rd President of the United States, George W. Bush announced *No Child Left Behind*, his framework for bipartisan education reform that he described as "the cornerstone of my Administration." President Bush emphasized his deep belief in our public schools, but an even greater concern that "too many of our neediest children are being left behind," despite the nearly \$200 billion in Federal spending since the passage of the Elementary and Secondary Education Act of 1965. The President called for bipartisan solutions based on accountability, choice, and flexibility in Federal education programs.

Less than a year later, President Bush secured passage of the landmark *No Child Left Behind* Act of 2001. The new law reflected a remarkable consensus-first articulated in the President's *No Child Left Behind* framework-on how to improve the performance of America's elementary and secondary schools while at the same time ensuring that no child is trapped in a failing school.

The *No Child Left Behind Act* (2001), which reauthorized the Elementary and Secondary Education Act, incorporated the principles and strategies proposed by President Bush. These included increased accountability for States, school districts, and schools; greater choice for parents and students, particularly those attending low-performing schools; more flexibility for States and local educational agencies in the use of Federal education dollars; and a stronger emphasis on reading, especially for our youngest children.

Increased Accountability

The *No Child Left Behind Act* (2001) strengthened Title I accountability by requiring States to implement statewide accountability systems covering all public schools and students. These systems had to be based on challenging State standards in reading and mathematics, annual testing for all students in grades 3-8, and annual statewide progress objectives ensuring that all groups of students reach proficiency within 12 years.

Assessment results and State progress objectives had to be broken out by poverty, race, ethnicity, disability, and limited English proficiency to ensure that no group was left behind. School districts and schools that failed to make adequate yearly progress toward statewide proficiency goals would, over time, be subject to improvement, corrective action, and restructuring measures aimed at getting them back on course to meet State standards. Schools that met or exceeded adequate yearly progress objectives or closed achievement gaps were eligible for State Academic Achievement Awards.

More Choices for Parents and Students

The *No Child Left Behind Act* (2001), significantly increased the choices available to the parents of students attending Title I schools that failed to meet State standards, including immediate relief-beginning with the 2002-03 school year-for students in schools that were previously identified for improvement or corrective action under the 1994 Elementary and Secondary Education Act reauthorization.

Local educational agencies had to give students attending schools identified for improvement the opportunity to attend a better public school, which could include a public charter school, within the school district. The district also had to provide

transportation to the new school, and had to use at least 5 percent of its Title I funds for this purpose, if needed.

For students attending persistently failing schools (those that have failed to meet State standards for at least 3 of the 4 preceding years), local educational agencies had to permit low-income students to use Title I funds to obtain supplemental educational services from the public (or private) sector provider selected by the students and their parents. Providers had to meet State standards and offer services tailored to help participating students meet challenging State academic standards.

To help ensure that local educational agencies offered meaningful choices, the law required school districts to spend up to 20 percent of their Title I allocations to provide school choice and supplemental educational services to eligible students.

In addition to helping ensure that no child lost the opportunity for a quality education because he or she was trapped in a failing school, the choice and supplemental service requirements provided a substantial incentive for low-performing schools to improve. Schools that wanted to avoid losing students (along with the portion of their annual budgets typically associated with those students) had to improve or, if they failed to make annual yearly progress for 5 years, run the risk of reconstitution under a restructuring plan.

Greater Flexibility for States, School Districts, and Schools

One important goal of *No Child Left Behind* was to breathe new life into the "flexibility for accountability" bargain with States. Prior flexibility efforts had focused on the waiver of program requirements; the *No Child Left Behind Act* (2001) moved beyond this limited

approach to give States and school districts unprecedented flexibility in the use of Federal education funds in exchange for strong accountability for results.

New flexibility provisions in the *No Child Left Behind Act* (2001) included authority for States and local educational agencies to transfer up to 50 percent of the funding they received under 4 major State grant programs to any one of the programs, or to Title I. The covered programs included Teacher Quality State Grants, Educational Technology, Innovative Programs, and Safe and Drug-Free Schools.

The law also included a competitive State Flexibility Demonstration Program that permitted up to 7 States to consolidate the State share of nearly all Federal State grant programs while providing additional flexibility in their use of Title V Innovation funds. Participating States had to enter into 5-year performance agreements with the Secretary covering the use of the consolidated funds, which may have be used for any educational purpose authorized under the Elementary and Secondary Education Act. As part of their plans, States also had to enter into 10 local performance agreements with local educational agencies, which enjoyed the same level of flexibility granted under the separate Local Flexibility Demonstration Program.

The competitive Local Flexibility Demonstration Program allowed up to 80 local educational agencies in addition to the 70 local educational agencies under the State Flexibility Demonstration Program, to consolidate funds received under Teacher Quality State Grants, Educational Technology State Grants, Innovative Programs, and Safe and Drug-Free Schools programs. Participating local educational agencies had to enter into performance agreements with the Secretary of Education, and were able to use the consolidated funds for any Elementary and Secondary Education Act authorized purpose.

Putting Reading First

No Child Left Behind stated President Bush's unequivocal commitment to ensuring that every child could read by the end of third grade. To accomplish this goal, the Reading First initiative significantly increased the Federal investment in scientifically based reading instruction programs in the early grades. One major benefit of this approach was reduced identification of children for special education services due to a lack of appropriate reading instruction in their early years.

The *No Child Left Behind Act* (2001) fully implemented the President's Reading First initiative. The Reading First State Grant program made 6-year grants to States, which made competitive sub-grants to local communities. Local recipients had to administer screening and diagnostic assessments to determine which students in grades K-3 were at risk of reading failure, and provided professional development for K-3 teachers in the essential components of reading instruction.

The Early Reading First program made competitive 6-year awards to local educational agencies to support early language, literacy, and pre-reading development of preschool-age children, particularly those from low-income families. Recipients had to use instructional strategies and professional development drawn from scientifically based reading research to help young children to attain the fundamental knowledge and skills they needed for optimal reading development in kindergarten and beyond.

Other Major Program Changes.

The *No Child Left Behind Act* of 2001 also put the principles of accountability, choice, and flexibility to work in its reauthorization of other major Elementary and Secondary Education Act programs. For example, the new law combined the Eisenhower

Professional Development and Class Size Reduction programs into a new Improving Teacher Quality State Grants program that focused on using practices grounded in scientifically based research to prepare, train, and recruit high-quality teachers. The new program gave States and local educational agencies flexibility to select the strategies that best meet their particular needs for improved teaching that helped them raise student achievement in the core academic subjects. In return for this flexibility, local educational agencies were required to demonstrate annual progress in ensuring that all teachers teaching in core academic subjects within the State are highly qualified.

The *No Child Left Behind* Act (2001) also simplified Federal support for English language instruction by combining categorical bilingual and immigrant education grants that benefited a small percentage of limited English proficient students in relatively few schools into a State formula program. The new formula program helped facilitate the comprehensive planning by States and school districts needed to ensure implementation of programs that benefit all limited English proficient students by helping them learn English and meet the same high academic standards as other students.

Other changes supported State and local efforts to keep their schools safe and drug-free, while at the same time ensuring that students are not trapped in persistently dangerous schools. As proposed in *No Child Left Behind*, States had to allow students who attend a persistently dangerous school, or who are victims of violent crime at school, to transfer to a safe school. States also had to report school safety statistics to the public on a school-by-school basis, and local educational agencies had to use Federal Safe and Drug-Free Schools and Communities funding to implement drug and violence prevention programs of demonstrated effectiveness.

A New Model for a New Century

School reform is in full swing around the country and with it comes the clarion call for ongoing and systematic measurement of relevant student outcomes. Both state reform initiatives and *No Child Left Behind* have focused attention on the need for systematic measurement of student achievement via standardized test scores in core academic areas. Public school educators, including school counselors, are becoming increasingly more accountable for producing demonstrable gains in student achievement (Sink & Stroh, 2003).

Over the past 20 years, Comprehensive Developmental Guidance (Gysbers & Henderson, 2000), has emerged as the most widespread organizational approach for school counseling programs and is the foundation for many district and state guidance models (MacDonald & Sink, 1999; Sink, 2005; Sink & MacDonald, 1998; Sink & Yillik-Downer, 2001). The American School Counselor Association (ASCA) has taken the lead in answering crucial questions such as, “What do school counselors do?” and “How are students different because of what school counselors do?” by creating The ASCA National Model for School Counseling Programs (2003).

The ASCA National Model supports 21st century school’s by: establishing the school counseling program as an integral component of the academic mission in the school, ensuring every student has equitable access to the school counseling program, identifying and delivering the knowledge and skills all students should acquire, and ensuring that the school counseling program is comprehensive in design and is delivered systematically to all students.

The ASCA National Model consists of four interrelated components: (1) Foundation (2) Delivery (3) Management (4) Accountability. The first component, foundation, determines how every student will benefit from the school's counseling program. Like any solid structure, a counseling program is based on the school's goals for student achievement (what every student should know and should be able to do). The second component, delivery, is based on core beliefs, philosophies and missions identified in the foundation. The delivery system describes the activities, interactions and methods necessary to deliver the program. The third component, management, is intertwined with the delivery system, which incorporates organizational processes and tools to ensure the program is organized, concrete, clearly delineated and reflective of the school's needs. The fourth and final component, accountability, challenges school counselors and administrators to demonstrate the effectiveness of the counseling program in measurable terms. The collection and use of data must link the counseling program to student achievement (p. 22-23).

The ASCA (2005) believes, "School counseling programs are collaborative efforts benefiting students, parents, teachers, administrators and the overall community. School counseling programs should be an integral part of students' daily educational environment, and school counselors should be partners in student achievement" (p. 14). The ASCA National Model keeps the development of the total student at the forefront of the educational movement in the 21st century and forms the needed bridge between counseling and education.

Synthesis

Like most decades described in this research, the first part of the 2000s were complicated, confusing, violent and ever changing. Government, foreign and domestic policy, education and school counseling seem to be on a never ending plain learning from the past, dealing with the present and hoping for the future.

Table 10. Conceptual Framework Organizer = The 2000's

Time Period	People Organizations of Importance	Major Contributions	Building Block	Main Source
2000s	United States Congress	No Child Left Behind Act	Increased accountability for States, school districts and schools Greater choice for parents and students More flexibility in the use of Federal education dollars Stronger emphasis on reading	No Child Left Behind Act 2001
2000s	American School Counselor Association (ASCA)	The ASCA National Model for School Counseling Programs	Foundation Delivery Management Accountability	The ASCA National Model for School Counseling Programs 2003

1.11 CHAPTER 1 CONCLUSION

There is only one thing that is for sure – the events in the world have an impact on our nation; our nation's response to those events have an impact on public education; public education sets and resets its support system to serve its cliental and school counselors need to find a niche somewhere within that support system to help public education achieve its goals.

Table 11. Complete Conceptual Framework Organizer

Time Period	People Organizations of Importance	Major Contributions	Building Block	Main Source
Gilded Age	Jesse B. Davis	Systematized guidance into curriculum	Vocational and Moral guidance	Davis 1914
Gilded Age	Frank Parsons	Vocation Bureau in Civic Service – Boston <i>Choosing A Vocation</i>	Institutionalization of vocational guidance	Davis 1969 Lasch 1965 Parsons 1909
Social Reform Movement	United States Congress	Smith-Hughes Act George Reed Act George-Ellzey Act George-Dean Act	Federal Funding for secondary school vocation education and teacher training	Smith-Hughes 1917 George Reed 1929 George-Ellzey 1934 George-Dean 1936
1920s	United States Government	18 th Amendment 19 th Amendment	Noble Experiment	Sklar 1992
1920s	Psychometrics	Intelligence – Personality Vocational Testing	Individual Pupil Analysis	Rust & Golombok 1999
1920s	G. Stanley Hall	American Education In Psychology	Curriculum based on interest and needs	Hall 1904 / 1911 Ross 1972
1920s	John Dewey	Progressive education	Cognitive Developmental Movement	Campbell 1995 Dewey 1963 / 1991 Sidorsky 1977
1930s	Edmund Griffin Williamson	Trait and Factor Counseling	Preventive Counseling Information Services Testing Teaching	Lynch & Maki 1981 Williamson 1972 Williamson & Biggs 1979
1940s	United States Congress	Servicemen's Readjustment Act (GI Bill)	Entitled returning soldiers to a college education	Servicemen's Readjustment Act (GI Bill) 1944
1940s	Carl Rogers	Client Centered Counseling	Techniques/ Methods Training of Counselors Goals & Objectives	Rogers 1939, 1951, 1954, 1961

Time Period	People Organizations of Importance	Major Contributions	Building Block	Main Source
1950s	United States Supreme Court	Brown v. the Board of Education of Topeka, Kansas	Integration across the nation	Brown v. Board of Education, 347 U.S. 483 (1954)
1950s	Rudolph Flesch Arthur Bestor Albert Lynd Robert Hutchins Hyman Rickover	<i>Why Johnny Can't Read</i> <i>Educational Wastelands</i> <i>Quackery in Schools</i> <i>Conflict in Education</i> <i>Education & Freedom</i>	American educational system was failing	Flesch 1955 Bestor 1954 Lynd 1953 Hutchins 1953 Rickover 1959
1950s	The Soviet Union	Sputnik Satellite	Promoted Soviet scientific/technological achievements	Dickson 2001
1950s	United States Congress	National Defense Educational Act of 1958	Provided aid to education in the U.S. at all levels	National Defense Act 2004
1950s	American Personnel & Guidance Association	United Guidance Supervisors & Counselor Trainers American College Personnel Association National Vocation Guidance Association	Expanded the scope and purpose of the counseling field at every level of education	Bloland 1999 Myrick 1993
1960s	James Coleman	Equality of Educational Opportunity	Study that led the way to forced integration	Coleman 1966
1960s	James Conant	The American High School Today	A return to teaching of basic thinking skills	Conant 1959

Time Period	People Organizations of Importance	Major Contributions	Building Block	Main Source
1960s	C.Gilbert Wren	The Counselor in a Changing World	Individual / Group Counseling Consultation with Parents & Teachers Curriculum Development	Wren 1968
1960s	United States Congress	National Defense Education Act of 1965	Provided the growth and development of elementary school counseling	National Defense Education Act 1965
1960s	United States Congress	Elementary and Secondary Education Act of 1965	Provided more support for elementary school counseling	Elementary and Secondary Education Act 1965
1970s	Paul Mercer	<i>Stress and the guidance counselor</i>	Role change Administrative in nature	Mercer 1981
1970s	United States Congress	Educational Act for All Handicapped Children	Mandated schools to provide free public education for all children	Educational Act for All Handicapped Children 1975
1980s	National Commission on Excellence in Education	<i>A Nation At Risk</i>	Recommended strategies for educational reform	National Commission on Excellence in Education 1983
1980s	American Counseling Association (ACA) American School Counseling Association (ASCA)	Created task forces that studied and set guidelines for ethical codes, licensure, accreditation and role definition of school counselors	Defended and Defined the Profession	National Commission on Excellence in Education 1983

Time Period	People Organizations of Importance	Major Contributions	Building Block	Main Source
1990s	United States Congress	Improving America's School Act	Reorganized Title I Funded & promoted: safe and drug free schools Professional development Bilingual & Immigrant education Education Technology	Improving America's School Act 1994
1990s	United States Congress	Goals 2000: Reforming Education to Improve Student Achievement	Supported state efforts to develop clear and rigorous standards for what every child should know and be able to do	Goals 2000: Reforming Education to Improve Student Achievement
1990s	United States Congress	Reading Excellence Act	Professional Development Out-Of-School Tutoring Family Literacy	Reading Excellence Act 1998
1990s	United States Congress	Individuals with Disabilities Education Act	Insured students with disabilities received a high-quality education aligned to high standards	Individuals with Disabilities Education Act 1997

Time Period	People Organizations of Importance	Major Contributions	Building Block	Main Source
2000s	United States Congress	No Child Left Behind Act	Increased accountability for States, school districts and schools Greater choice for parents and students More flexibility in the use of Federal education dollars Stronger emphasis on reading	No Child Left Behind Act 2001
2000s	American School Counselor Association (ASCA)	The ASCA National Model for School Counseling Programs	Foundation Delivery Management Accountability	The ASCA National Model for School Counseling Programs 2003

SUMMARY OF CONTEXTUAL FRAMEWORK

The following flow chart is included to clarify the study's contextual framework of chapter 1.

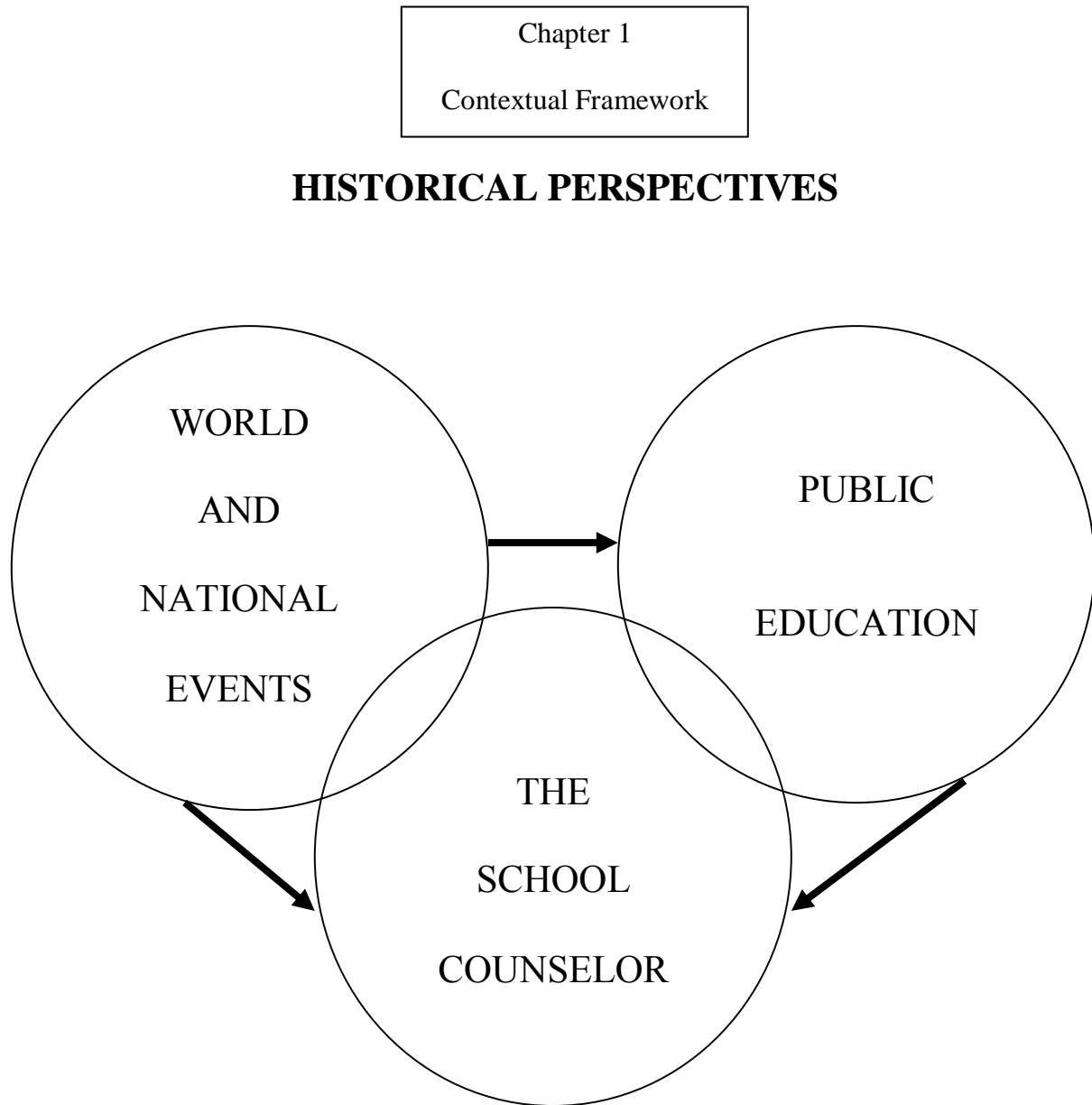


Figure 2. Chapter 1 Contextual Flow Chart

2.0 METHODOLOGY

The following chart depicts how the methodology chapter will unfold. It is included to add clarity to the chapter's organization.

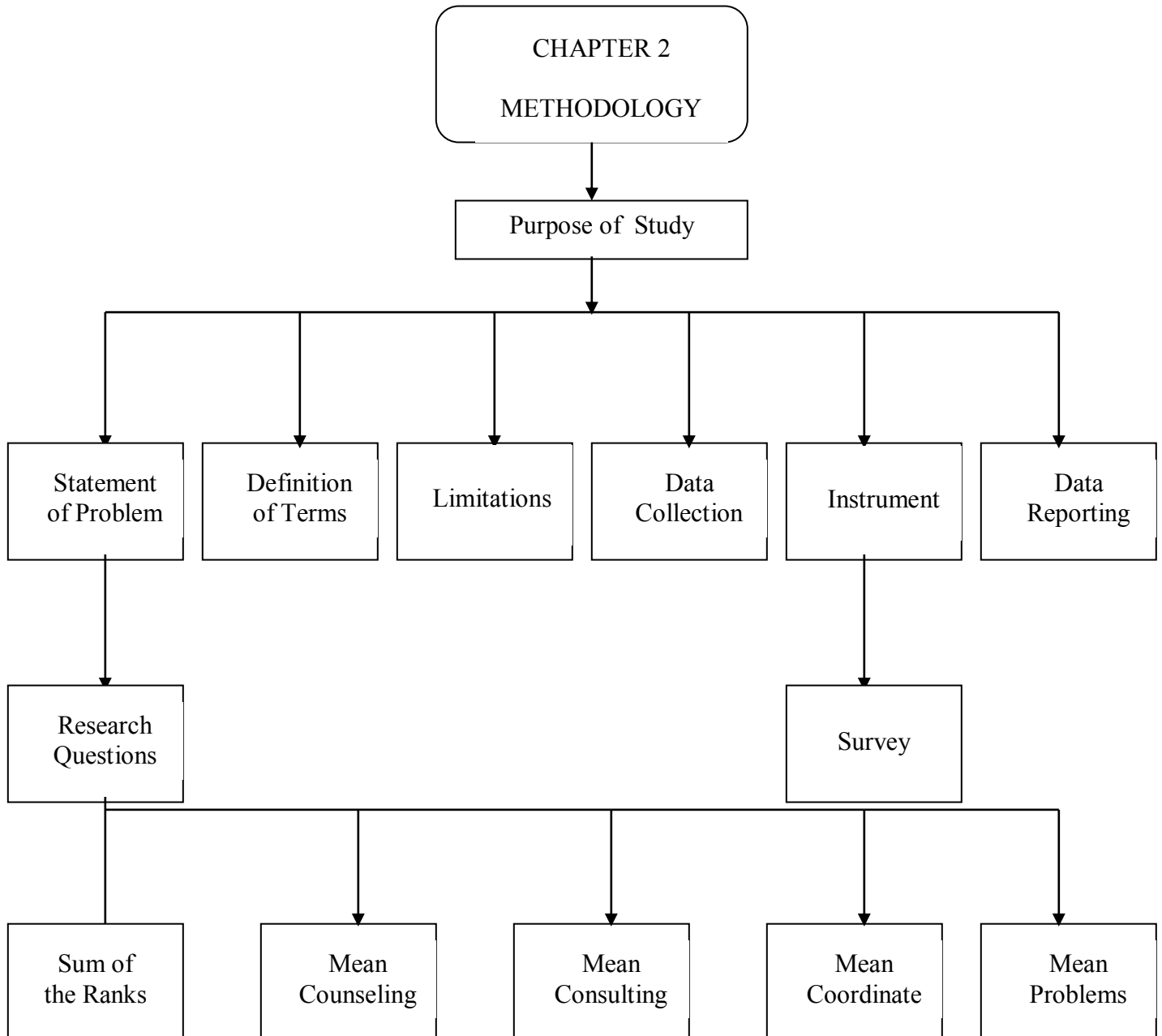


Figure 3. Chapter 2 Flow Chart

2.1 INTRODUCTION

The story of the school counselor is one with many chapters and many characters. The story line is ever changing but has one constant theme – the service of support. Whether this occupation serviced the nation, government or school systems it was always called upon to improve a condition or help solve a problem. Like past centuries in America, education once again is a top priority at the dawn of the 21st century. Our educational stakeholders have changed the landscape in which public education operates. Our nation's mission is to help all children in every school increase their expectations and achievement in the academic arena.

Reform seems to be the mechanism for change. Whether the issue relates to student performance standards, curriculum and instruction, professional development, or state and local assessments, educational strategies seem to look and sound different from their distant relatives.

If reform is the mechanism for change then accountability is the motivation surrounding it. Federal, state, and local governments are holding schools accountable for their academic performance more than ever before. Support systems that make up public education need to set and reset the parameters in which they serve their cliental – the children and adolescents of our nation.

2.2 PURPOSE OF THE STUDY

Counselor Role as Perceived by Counselors and Principals

The author spent the last third of his literature review detailing the events of the 1980s, 1990s and 2000s measuring the shifts in society and recording the impact these changes had on the counseling profession within the public school system. One defining study that was cited during the 1980s was Bonebrake and Borgers' (1984) Counselor Role as Perceived by Counselors and Principals which appeared in *Elementary School Guidance & Counseling*. This study seemed to encapsulate the journey of the secondary school counselor throughout the 20th century. The author has chosen to revisit this study 24 years later to see if there has been any significant change in the perception of the role of the secondary school counselor through the responses of principals and counselors. The replication of this study will reveal whether counseling roles have adapted to 21st century school reform or if they are still providing traditional school services.

Bonebrake and Borgers focused their research on the ideal counselor role as perceived by Kansas intermediate, middle and junior high school principals and counselors, that is, the activities that principals and counselors identified as appropriate for counselors. 169 principals and 172 school counselors participated in a data collection instrument that asked them to indicate the degree of emphasis that should be ideally given to 15 counselor tasks that were generated by the American School Counselor Association (ASCA) (1974) position statement as well as the works of Furlong, Atkinson, and Janoff (1979); Trotszer and Kassera (1971); Shertzer and Stone (1963); and Lopez-Meisel (1977).

Bonebrake and Borgers generated six hypotheses that challenged the statistical rankings of the counselor tasks that were listed on the survey. The 15 tasks were broken up into subscales that included counseling, consulting, coordinating and problem areas for counselors. The Mann-Whitney Test (Minitab, 1978), a repeated measure analysis of variance test (Winer, 1971) and a Fisher's t test were used to analyze the data. The results uncovered that three hypotheses were accepted and three hypotheses were rejected. The implications of the study concluded that the discrepancy between principals and counselors regarding the perceived role of the school counselor was not statistically significant. Therefore, this study suggested that in the state of Kansas principals and counselors agreed on what counselors should be doing in their school systems.

Table 12. Bonebrake & Borgers Return Rate

	Frequency	Percent
Total Surveys Sent	396	100
Total Surveys Returned	341	86
Total Principal Surveys Sent	184	100
Total Principal Surveys Returned	169	92
Total Counselor Surveys Sent	212	100
Total Counselor Surveys Returned	172	81

Table 13. Bonebrake & Borgers Gender Participation

	Percent Male	Percent Female
Principal Survey Completion	93	7
Counselor Survey Completion	62	38

Table 14. Bonebrake & Borgers Results

Hypothesis	Accepted	Rejected
1. There would be no significant difference in the sum of ranks for counselors and principals.	X	
2. There would be no significant difference between the means for counselors and principals on the counselor tasks.		X
3. There would be no significant difference between the means for counselors and principals in their attitudes toward the importance of counseling.	X	
4. There would be no significant difference between the means for counselors and principals in their attitudes toward the importance of consulting.	X	
5. There would be no significant difference between the means for counselors and principals in their attitudes toward the importance of coordinating.		X
6. There would be no significant difference between the means for counselors and principals in their attitudes toward the importance of problem areas.		X

Table 15. Bonebrake & Borgers Hypothesis #1 Ranking

RANK	COUNSELOR ITEMS	PRINCIPAL ITEMS
1	Individual Counseling	Individual Counseling
2	Teacher Consultant	Student Assessment
3	Student Assessment	Teacher Consultant
4	Parent Consultant	Evaluation Of Guidance
5	Evaluation Of Guidance	Parent Consultant
6	Referral Services	Career Education
7	Group Counseling	Classroom Guidance
8	Career Education	Group Counseling
9	Classroom Guidance	Referral Services
10	Scheduling	Scheduling
11	Research	Research
12	Functioning As Principal	Supervision Of Lunch
13	Supervision Of Lunch	Functioning As Principal
14	Discipline	Discipline
15	Teaching Non-Guidance Classes	Teaching Non-Guidance Classes

_____ = COUNSELING ITEMS

_____ = CONSULTING ITEMS

_____ = COORDINATION ITEMS

_____ = PROBLEM AREA ITEMS

Table 16. Bonebrake & Borgers Means on Subscales

Subscale	Means for Counselors	Means for Principals
Counseling	4.17	4.17
Consulting	4.21	4.24
Coordinating	3.51	3.89
Problem Areas	3.68	2.02

2.3 STATEMENT OF THE PROBLEM

The focus of this study is to determine to what extent the age of accountability has informed the perceptions of principals and counselors concerning the field of secondary school counseling.

2.4 RESEARCH QUESTIONS

- 1 Will there be a significant difference in the sum of the ranks for principal and counselor perceptions concerning the role of the secondary counselor? How will these results compare to Bonebrake & Borgers' (1984) study?
- 2 Will there be a significant difference between the mean scores for principal and counselor responses concerning the perceptions of the 15 counselor tasks posed on the survey? How will these results compare to Bonebrake & Borgers' (1984) study?
- 3 Will there be a significant difference between the mean scores for principals and counselors in their perceptions toward the importance of counselors counseling (group counseling, individual counseling, classroom counseling)? How will these results compare to Bonebrake & Borgers' (1984) study?

- 4 Will there be a significant difference between the mean scores for principals and counselors in their perceptions toward the importance of counselors consulting (referral services, student assessment, teacher consultant, parent consultant)? How will these results compare to Bonebrake & Borgers' (1984) study?
- 5 Will there be a significant difference between the mean scores for principals and counselors in their perceptions toward the importance of counselors coordinating (research, functioning as a building principal, career education, evaluation of the guidance program)? How will these results compare to Bonebrake & Borgers' (1984) study?
- 6 Will there be a significant difference between the mean scores for principals and counselors in their perceptions toward the importance of counselors participating in problem areas (supervision of lunchroom, scheduling, administering disciplinary action, teaching non-guidance classes)? How will these results compare to Bonebrake & Borgers' (1984) study?
- 7 Do counselors perform other functions that were not included on the survey? Are there new 21st century frameworks that counselors perform under that their 1984 counterparts did not entertain as part of their job function? If so, are these new job functions an extension of the age of accountability?

2.5 DEFINITION OF TERMS

Age of Accountability – An educational movement in the late 20th century aimed at increasing the expectations and achievement in public school systems across the United States. Federal legislation mandated state and local government entities to set high content and student performance standards, align teacher development with curriculum and instruction, and create state and local assessments.

Averaged Freshman Graduation Rate (NCES) - An estimate of the percentage of high school students who graduate on time. This rate is calculated by dividing the number of graduates with regular diplomas by the size of the incoming freshman class 4 years earlier.

Career Education – Helps students to understand more about the world of work, to increase their career awareness, and to do some in depth career exploration related to personal skills, interests, and abilities. In addition, attention is given to making educational plans, including selecting courses, preparing for graduation and future education, developing employability skills, and learning how to search for a job.

Classroom Guidance – This activity, which can be performed by the counselor and/or teacher, is seen as more structured, exploratory, and directed to the general needs and interests of the students. Example topics of guidance units may include: “How to get and hold a job”, “Beating the bullies”, “Human growth and development”, “Choosing a career”, “Study habits and time management”, “Revolving conflicts with people”, “How to be more assertive”, “School orientation”, “How to pick a college best for you”, “Making new friends”, etc.

Counseling – A personal relationship and interaction in which students confidentially explore their feelings, ideas, and behaviors with professionally trained counselor.

School counseling has an educational base and is limited in scope and duration. The process may have far reaching personal effects on students, but it is not intended to be a form of psychotherapy. Counseling may be provided to an individual student or a group of students.

Counseling Program Evaluator – The responsibility for the overall guidance and counseling program and the success and continued improvement is dependent upon the professional leadership and effective management of this employee. Tools such as needs assessment surveys, data analysis of pertinent scores and/or records, internal/external audits, and student/faculty interviews can be used to measure strengths and weaknesses of the program.

Cumulative Promotion Index (Urban Institute) - An index created by the Urban Institute to estimate graduation rates. This method assumes that graduation is a process composed of three grade-to-grade promotion transitions (9 to 10, 10 to 11, and 11 to 12), in addition to the graduation event (grade 12 to diploma). Each of the transitions is calculated as a probability by dividing the enrollment of the later year by the enrollment of the previous year. For example, the grade 9 to grade 10 promotion would be calculated by dividing grade 10 enrollment in one year by grade 9 enrollment from the previous year. These separate probabilities are then multiplied to produce the probability that a student in the school system will graduate.

Discipline Administrator – A professional whose main job is to enforce the rules and regulations of the school. Special consideration is given to the code of conduct policies that define school behavior. This professional is also responsible for deciding on appropriate punishment for those who violate code of conduct policies.

Group Counseling – A unique educational experience in which students can work together to explore their ideas, attitudes, feelings, and behaviors, especially as related to personal development and progress in school. A counselor facilitates the interaction among participants in a special learning experience where helping relationships are formed. Members self-disclose, listen carefully, and give feedback to one another. While the content or topics of discussion may, at times, appear to be similar to other educational activities, the counseling experience is more personalized and intense.

Guidance – A helping process that focuses on a general developmental needs, interests, concerns, and behaviors of students who are within the normal range of functioning.

Intermediate, Middle, Junior High School Principal - Directs and is accountable for the planning, assessment, instructional leadership, communication, community relations, and safety and administrative management required to manage the instructional and special programs, organization, co-curricular and extracurricular activities, and facilities of an assigned school (grades 5-9); and performs related duties as required or assigned.

Individual Counseling – Occurs when a counselor meets privately with a student for the purpose of counseling. Together they search for hidden meanings behind behaviors. Confidentiality is always considered the cornerstone of counseling.

Lunchroom supervisor – A professional and/or paraprofessional whose main duties are to promote a safe atmosphere during lunch periods. Duties include enforcing rules and regulations, promoting healthy peer relationships, and encouraging students to maintain a hygienic environment.

National Assessment of Educational Progress (NAEP) - The only nationally representative and continuing assessment of what American students know and can do in various subject areas. Also known as "the Nation's Report Card," NAEP tests have been conducted since 1969 in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. NAEP does not provide scores for individual students or schools; instead, it offers statewide results for students in grades 4 and 8, in total and broken down by student subgroups (race/ethnicity, gender, and student characteristics). NAEP results are based on a sample of students that are representative of the state population.

Non-Guidance Teaching – Any teaching, clerical, or supervision duties not viewed as typical functions of a school counselor. Activities may include: substitute teaching, study hall coverage, attendance record keeping, detention/suspension supervision, etc.

Parent Consultation – The counselor works as a behavior and relationship specialist, helping parents to explore their attitudes, behaviors, and interactions which influence student growth.

Referral Services – Sometimes students’ problems exceed the resources that are available in a school. The situation may be too complex or beyond the scope of the regular guidance and counseling services. Sometimes, students need more intensive help, perhaps therapy or more extended remedial treatment, to help them cope with problems in their lives. The counselor works as a coordinator in referring students and their families to professionals in the community who have the time, experience, and resources to help.

Scheduling – A time management tool used to organize curriculum, and its delivery, and control student interactions.

School Counselors – Developmental guidance specialists who assist students with their educational, personal, and social development. Counselors understand the developmental nature of people and how they progress toward educational and career goals. Counselors are human behavior and relationship specialists who provide counseling and guidance services to both students and adults.

Student Assessment – The process of managing different indirect guidance services to students, including special events and general procedures. It usually involves collecting data and information, allocating materials and resources, arranging and organizing meetings, developing and operating special programs, supervising and monitoring others and providing leadership. Activities relating to student assessment include peer facilitator training and projects, teacher advisor programs, child study teams, student appraisal, staffings, educational placement, paraprofessionals, and student records. It is organizing cooperative efforts to assist students.

Students with Special Needs Index - A measure of the concentration of students with one of three key special needs within a school district or state: students that are economically disadvantaged, students with disabilities, and English language learners. The Students with Special Needs Index provides decision-makers with a picture of cumulative student need and facilitates the identification of exceptional student performance among schools or school districts with a given level of "challenge." The formula for generating this number is the cumulative sum of the percentages of students that have any of the three special needs, divided by the cumulative sum of the maximum values observed nationally for these three need categories, multiplied by 100.

Teacher Consultant – When the counselor works with teachers, parents, administrators, and other educational specialists on matters that involve student understanding and management. Consultation is something that happens when significant adults in a student's life get together and talk about ways of helping the student.

2.6 SAMPLE LIMITATIONS

As mentioned earlier, the crux of this research centers on the replication of Bonebrake and Borgers' 1984 study that focused on the ideal counselor role as perceived by Kansas intermediate, middle and junior high school principals and counselors.

The author has chosen to revisit this study 24 years later to see if there has been any significant change in the perception of the role of the secondary school counselor. The replication process of this study is identical to the 1984 study except for where the sample size was obtained. In 1984, Bonebrake and Borgers decided to sample principals and counselors in the Kansas public school system. In 2008, this author has decided to sample principals and counselors in the Pennsylvania public school system. Although these two states fall into two different regions of the United States (Kansas – Midwest / Pennsylvania – East Coast) the U.S. Census Bureau (2006) indicates that these states are somewhat similar. Specifically, each state's educational structure and performance indicators are comparable (State Education Data Center, 2008). Table 19 compares Kansas and Pennsylvania according to educational structure and performance indicators.

The following table will present demographics (U.S. Census Bureau, 2006) that will help the reader understand more about the state in which the sample population was taken.

Table 17. Pennsylvania Demographics (2000-2006)

Category	Pennsylvania Figures / Percentages	United States Figures / Percentages
State Population	12,440,621	299,398,484
Number of Counties	67	3,143
Land Area (Square Miles)	44,816.61	3,537,438.44
Persons Per Square Mile	274	79.6
Female Persons (percent)	51.4%	50.7%
Male Persons (percent)	48.6%	49.3%
White Persons (percent)	85.7%	80.1%
Black Persons (percent)	10.7%	12.8%
Asian Persons (percent)	2.4%	4.4%
American Indian (percent)	0.2%	1.0%
High School Graduates Percent of persons age 25+	81.9%	80.4%
Bachelor's Degree or Higher Percent of persons age 25+	22.4%	24.4%
Median Household Income	\$43,714	\$44,334
Per Capita Money Income	\$20,880	\$21,587
Persons Below Poverty (percent)	11.2%	12.7%

The following table will present school facts & figures (U.S. Department of Education, 2007) that will help the reader understand more about the sample population that completed the data collection instrument.

Table 18. Pennsylvania School Facts & Figures (2006-2007 School Year)

Category	Pennsylvania Figures / Percentages
Number of School Districts	500
Number of Urban School Districts	26
Number of Suburban School Districts	207
Number of Rural School Districts	268
Largest School District	Philadelphia (211,059 pupils)
2 nd Largest School District	Pittsburgh (33,661 pupils)
Districts Containing 10,000 - 19,500 pupils	14
Districts Containing 5,000 - 9,999 pupils	64
Districts Containing 2,000 - 4,999 pupils	214
Districts Containing 1,000 - 1,999 pupils	146
Districts Containing 1 - 999 pupils	61
Total Number of Public Schools	3,303
Total Number of High Schools	619
Total Number of Middle Schools	572
Total Number of Elementary Schools	1,917
Total Student Enrollment	1,821,146
Total Number of Teachers	124,083
Teachers as Full Time Staff (percent)	81.9%
Total Number of School Counselors	9,500
Number of Administrative Employees	7,199
School Administrators as Percent of Teachers	5.9%
Local Government Instructional Expense	67.73%
State Government Instructional Expense	32.27%

Table 19. Educational Structure and Performance Indicators for KS and PA.

Category	Kansas Figures / Percentages	Pennsylvania Figures / Percentages
Community Profile - 2008		
Population	2,797,699	12,440,621
Population Density (per square mile)	34	274
Total Number of Counties	105	67
Adults with at Least a Bachelor's Degree	29.4%	22.4%
Single Parent Household with Children	10.3%	10.0%
Classroom Profile - 2007		
Total School Enrollment	469,506	1,821,146
Total Number of Schools	1,423	3,303
Total Number of School Districts	330	500
Number of Urban School Districts		26
Number of Suburban School Districts		207
Number of Rural School Districts		268
Students Per Teacher	13.3	15.2
Students with Special Needs Index	29.6	23.9
Enrollment % - 2007		
White	73.2%	74.6%
Black	8.8%	15.9%
Hispanic	12.9%	6.8%
Asian	2.5%	2.6%
American Indian	1.6%	0.2%
Economically Disadvantaged	39%	29.8%
English Language Learners	6.2%	2.3%
Students with Disabilities	14%	15.6%
Spending Per Student (\$) - 2006		
Operating Expenditures	\$8,644	\$10,723
Instructional Expenditures	\$5,178	\$6,586
General Administration Expenditures	\$282	\$332
School Administration Expenditures	\$506	\$469

Category	Kansas Figures / Percentages	Pennsylvania Figures / Percentages
Revenue Per Student (\$) - 2006		
Local	\$3,610	\$6,997
State	\$5,761	\$4,386
Federal	\$951	\$1,005
Cumulative Promotion Index (Urban Inst)	74.4%	78.2%
Average Freshman Graduation Rate	77.9%	82.2%
NAEP Performance - 2007		
Grade 4 Reading Proficiency (%)	36%	40%
Grade 4 Math Proficiency (%)	51%	47%
Grade 8 Reading Proficiency (%)	35%	36%
Grade 8 Math Proficiency (%)	40%	38%
College Entrance Exam Performance - 2007		
Average SAT Critical Reading	583	493
Average SAT Score Math	590	499
Average SAT Score Writing	569	482
SAT Participation Rate (%)	8%	75%
ACT Average Score	21.9	22.0
ACT Participation Rate (%)	76%	11%

2.7 STUDY LIMITATIONS

The study and the findings of this examination are limited to the random populations (Pennsylvania – 2008 / Kansas – 1984) who participated in the data collection instrument. Given the methodology of the dissemination of the instrument, the technological expertise of the respondent may have influenced the likelihood of completing the survey. Also, conclusions can only be connected to the schools and the educational professionals who participated in the study. Furthermore, the categories that make up the survey were created in 1984 and may not include any additional roles, responsibilities and/or functions of counselors in 2008. However, an additional component has been added to the survey that includes an open-ended text box in which the participants have an opportunity to add additional roles, responsibilities and/or functions they perform but were not included in the survey questions. In addition, the literature suggests other limitations may also be significant (e.g. cultural differences, seasonal variations in job requirements, and errors of self reporting (Partin 1993), however the authors deems these less significant for the purposes of this study.

2.8 PROCESS & DATA COLLECTION

2.8.1 Step 1

On February 13, 2007 the researcher acquired approval from Dr. Sherry Borgers to replicate her study and use her data collection instrument that appeared in the February 1984 edition of *Elementary School Guidance & Counseling*.

2.8.2 Step 2

On February 7, 2008 the researcher completed the construction of the data collection instrument. The instrument was sent electronically to Dr. Sherry Borgers to ensure the replication process was completely in tact. Also, the researcher wanted to ensure that the instrument's reliability and validity remained viable. On February 12, 2008 Dr. Sherry Borgers accepted the researcher's data collection instrument and maintained that it was consistent with the one she provided her participants in 1984. All necessary required documents were submitted to the University of Pittsburgh Institutional Review Board for review and approval.

2.8.3 Step 3

A stratified random sample was created for the data collection instrument. The Pennsylvania Department of Education was able to furnish the researcher with all of the information that he needed in order to create a stratified random sample. The following includes information the researcher generated from the PDE web site: 1) a list of all 67 counties in the state of Pennsylvania, and 2) a list of all 500 school districts in the state of Pennsylvania

The researcher combined and compiled these lists and entered them into a computer. A computer software program was used in which a random number generator picked three school districts per county when applicable. The intermediate, middle or junior high schools within these school districts were used as the stratified random sample. This sampling technique enabled the researcher to ensure that every county in the state of Pennsylvania had an opportunity to participate in this study.

Once the computer software program randomly selected three districts per county, the researcher used the internet to contact each school district to identify the participants. After the total population was stratified (500 school districts) 35 percent (175 out of 500) of the school districts in the state had an opportunity to participate in this study. The population within these school districts included 239 head principals and 436 school counselors that work at 234 intermediate, middle and/or junior high schools across the state.

2.8.4 Step 4

An online method of disseminating the survey was explored. Eventually an online survey site, www.surveymonkey.com was contracted to host the survey, gather the results, and tally the results. To properly administer the survey, a cover letter was sent to each participant who received a data collection instrument. The cover letter explained the survey, stated the purpose of the study, and contained contact information about the researcher and his advisor for questions and/or feedback. An example of the cover letters sent to each principal and counselor can be found in Appendix A & B respectively. The survey was online for approximately 40 days (3-31-08 to 5-12-08) for principals and counselors to take. Two mass emails were sent. The first email was sent out on the first day the survey was available online and the second email was sent out on the twentieth day the survey was available online as one last reminder for any of the participants that did not yet take the survey.

2.8.5 Step 5

Once the survey closed, the results were downloaded and compiled into spreadsheets.

The data was verified and recorded into one of two categories: 1) principal responses, and 2) school counselor responses

Once the survey results were placed into one of the above categories, the researcher was able to make comparisons. Through the responses of principals and school counselors (from 1984 and 2008) this survey will attempt to uncover any perceived changes that may have occurred concerning the roles of secondary school counselors in public education. Comparisons will include: (a) principal views compared to counselor views within the total sample population (2008), (b) principal and counselor views (2008) compared to principal and counselor views (1984), (c) principal views from the recent (2008) sample population compared to principal views from the past (1984) sample population, and (d) counselor views from the recent (2008) sample population compared to counselor views from the past (1984) sample population.

2.9 INSTRUMENTATION

The quantitative methodology of this study involved an entire population survey. The use of the survey identified the ideal counselor role as perceived by Pennsylvania intermediate, middle or junior high school counselors and principals, that is, the activities that counselors and principals identified as appropriate for counselors. The survey's use was justified to strengthen the researcher's ability to make generalizations from a diverse and large population taking into account the necessity to complete the study in a timely

fashion. The survey also allowed the researcher to quantify the responses of the population, thus allowing him to compare his study to the one that occurred in 1984.

The questions within the survey were ingrained with information and key concepts gained from the review of the literature. The instrument itself was created and validated (Cronbach = 0.791) by Bonebrake and Borgers and was based on the American School Counselor Association (1974) position statement concerning the role of the middle and junior high counselor. The survey was broken up into four subscales: (a) counseling, (b) consulting, (c) coordinating, and (d) problem areas. The problem areas were formulated from studies by Furlong, Atkinson, and Janoff (1979); Trotszer and Kassera (1971); Shertzer and Stone (1963); and Lopez-Meisel (1977).

There were 15 counselor tasks listed in random order. Of these items, group counseling, individual counseling, and classroom guidance were considered within the counseling subscale; referral services, student assessment, teacher consultant, and parent consultant were considered within the consultation subscale; research, functioning as a building principal, career education and other special programs, and evaluation of the guidance program were considered in the coordination subscale; and supervision of lunchroom, scheduling, administering disciplinary action, and teaching of nonguidance classes were considered within the problem area subscale.

Using a 5 point Likert scale, participants were asked to indicate the degree of emphasis that counselors should ideally give to each task. The degrees of emphasis for each task included: (a) Never, (b) Rarely, (c) Occasionally, (d) Frequently, and (e) Routinely. Because additional counselor tasks may have been created over the past 24 years, the researcher included an open ended question that asked each participant to list

any additional functions that counselors perform that were not included in the survey. The participants were also asked to select a point on the Likert scale that corresponded to the length of time they spent on that particular task. Finally, demographic information (gender, age range, years in current position, and highest degree completed) and Pennsylvania education information (county, school district, school) were included in the survey for further analysis of the data.

Because this study's focus will center on the comparative analysis of the responses of principals and counselors, the researcher sent out two versions of the survey. Each version was created so that each participant (principal or counselor) could sensibly respond to each portion of the survey. It is important to note that the instructions for the survey were tailored to the participant not the instrument itself. The data collection instrument for each survey was completely identical. An example of the surveys sent to each principal and counselor can be found in Appendix C & D respectively.

The following Research Question and Instrumentation Association table provides the logical and rational sequence for which questions on the survey addressed each research question.

Table 20. Research Question and Instrumentation Association

Research Questions	Criteria Identified in Review of Literature	Survey Questions	Number of Total Questions
1) Will there be a significant difference in the sum of the ranks for principal and counselor perceptions concerning the role of the secondary counselor?	NCLB Comprehensive Guidance ASCA National Model	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15	15
2) Will there be a significant difference between the mean scores for principal and counselor responses concerning the perceptions of the 15 counselor tasks posed on the survey?	NCLB Comprehensive Guidance ASCA National Model	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15	15
3) Will there be a significant difference between the mean scores for principals and counselors in their perceptions toward the importance of counselors counseling?	NCLB Comprehensive Guidance ASCA National Model	1, 5, 9	3
4) Will there be a significant difference between the mean scores for principals and counselors in their perceptions toward the importance of counselors consulting?	NCLB Comprehensive Guidance ASCA National Model	2, 6, 10, 13	4
5) Will there be a significant difference between the mean scores for principals and counselors in their perceptions toward the importance of counselors coordinating?	NCLB Comprehensive Guidance ASCA National Model	3, 7, 11, 15	4
6) Will there be a significant difference between the mean scores for principals and counselors in their perceptions toward the importance of counselors participating in problem areas?	NCLB Comprehensive Guidance ASCA National Model	4, 8, 12, 14	4
7) Do counselors perform other functions that were not included on the survey? Are there new 21 st century frameworks that counselors perform under that their 1984 counterparts did not entertain as part of their job function? If so, are these new job functions an extension of the age of accountability?	NCLB Comprehensive Guidance ASCA National Model	Open Ended Question	Principal Responses 39 Counselor Responses 150

2.10 DATA REPORTING

The data collected will be analyzed and reported according to the research questions.

2.10.1 Research Question 1

Will there be a significant difference in the sum of the ranks for principal and counselor perceptions concerning the role of the secondary counselor? How will these results compare to Bonebrake & Borgers' (1984) study?

The answers provided in survey questions 1-15 were assigned a value ranging from 5 to 1 on the Likert scale (as explained in Instrumentation 2.10). By ranking the results, the most critical issues will be identified which will indicate potential inequalities among principal's and counselor's perception as it relates to the ideal counselor role (i.e. the activities that each identified as appropriate for counselors). The specific tests that will be run on this data include: (a) Mann-Whitney U, (b) Wilcoxon W, and (c) Z-test. These issues will be compared to the results that were reported in Bonebrake & Borgers' (1984) first hypothesis.

2.10.2 Research Question 2

Will there be a significant difference between the mean scores for principal and counselor responses concerning the perceptions of the 15 counselor tasks posed on the survey? How will these results compare to Bonebrake & Borgers' (1984) study?

The answers provided in survey questions 1-15 were assigned a value ranging from 5 to 1 on the Likert scale (as explained in Instrumentation 2.10). By ranking the results, the most critical issues will be identified which will indicate potential inequalities

among principal's and counselor's perception as it relates to the ideal counselor role (i.e. the activities that each identified as appropriate for counselors). The specific tests that will be run on this data include: (a) Mann-Whitney U, (b) Wilcoxon W, and (c) Z-test. These issues will be compared to the results that were reported in Bonebrake & Borgers' (1984) second hypothesis.

2.10.3 Research Question 3

Will there be a significant difference between the mean scores for principals and counselors in their perceptions toward the importance of counselors counseling (group counseling, individual counseling, classroom counseling)? How will these results compare to Bonebrake & Borgers' (1984) study?

The answers provided in survey questions 1, 5, and 9 were assigned a value ranging from 5 to 1 on the Likert scale (as explained in Instrumentation 2.10). By ranking the results, the most critical issues will be identified which will indicate potential inequalities among principal's and counselor's perception as it relates to the importance of counselors counseling. The specific tests that will be run on this data include: (a) Mann-Whitney U, (b) Wilcoxon W, and (c) Z-test. These issues will be compared to the results that were reported in Bonebrake & Borgers' (1984) third hypothesis.

2.10.4 Research Question 4

Will there be a significant difference between the mean scores for principals and counselors in their perceptions toward the importance of counselors consulting (referral services, student assessment, teacher consultant, parent consultant)? How will these results compare to Bonebrake & Borgers' (1984) study?

The answers provided in survey questions 2, 6, 10, 13 were assigned a value ranging from 5 to 1 on the Likert scale (as explained in Instrumentation 2.10). By ranking the results, the most critical issues will be identified which will indicate potential inequalities among principal's and counselor's perception as it relates to the importance of counselors consulting. The specific tests that will be run on this data include: (a) Mann-Whitney U, (b) Wilcoxon W, and (c) Z-test. These issues will be compared to the results that were reported in Bonebrake & Borgers' (1984) fourth hypothesis.

2.10.5 Research Question 5

Will there be a significant difference between the mean scores for principals and counselors in their perceptions toward the importance of counselors coordinating (research, functioning as a building principal, career education, evaluation of the guidance program)? How will these results compare to Bonebrake & Borgers' (1984) study?

The answers provided in survey questions 3, 7, 11, and 15 were assigned a value ranging from 5 to 1 on the Likert scale (as explained in Instrumentation 2.10). By ranking the results, the most critical issues will be identified. This will indicate potential inequalities among principals' and counselors' perception as it relates to the importance

of counselors coordinating. The specific tests that will be run on this data include: (a) Mann-Whitney U, (b) Wilcoxon W, and (c) Z-test. These issues will be compared to the results that were reported in Bonebrake & Borgers' (1984) fifth hypothesis.

2.10.6 Research Question 6

Will there be a significant difference between the mean scores for principals and counselors in their perceptions toward the importance of counselors participating in problem areas (supervision of lunchroom, scheduling, administering disciplinary action, teaching non-guidance classes)? How will these results compare to Bonebrake & Borgers' (1984) study?

The answers provided in survey questions 4, 8, 12, and 14 were assigned a value ranging from 5 to 1 on the Likert scale (as explained in Instrumentation 2.10). By ranking the results, the most critical issues will be identified which will indicate potential inequalities among principal's and counselor's perception as it relates to the importance of counselors performing within problem areas. These issues will be compared to the results that were reported in Bonebrake & Borgers' (1984) sixth hypothesis.

2.10.7 Open Ended Survey Question

Do counselors perform other functions that were not included on the survey? Are there new 21st century frameworks that counselors perform under that their 1984 counterparts did not entertain as part of their job function? If so, are these new job functions an extension of the age of accountability?

The questions provided in section four of the survey asks the participants to list any additional functions counselors perform that were not included on the survey. If a participant chooses to list any additional functions, they will be asked to indicate the frequency with which counselors should perform these functions (see Likert scale in Instrumentation 2.10). By analyzing each response, the researcher will be able to uncover if any new counselor functions have appeared since 1984. If any new functions appear, the researcher will determine, through investigation, if they are a byproduct of the age of accountability.

2.11 SUMMARY

This study's conceptual framework narrows the history, present situation, and future possibilities around perceptions, roles, and activities of the public school counselor. The first chapter detailed the events of American history, starting with the 17th century and ending in the 21st century, trying to measure the shifts in society and recording the impact these changes had on the counseling profession within the public school system. Close attention was paid to reform throughout the literature review since it seemed to be the mechanism for change. Also, as the research was being recorded, the theme of accountability seemed to be surfacing as the motivation surrounding each reform.

The researcher choose Bonebrake and Borgers' (1984) study as a baseline to record any significant change in the perception of the role of the secondary school counselor through the responses of principals and counselors between 1984 and 2008. The decades of the 1980's and 2000's were watershed years for reform and accountability in education with landmark reports (*A Nation at Risk*) and legislation (*No*

Child Left Behind Act) that had a direct impact on the school counselor. The methodology selected for this study included a quantitative analysis of two populations that participated in the same survey. The first population was Bonebrake and Borgers' (1984) study which was made up of 169 principals and 172 school counselors from intermediate, middle and junior high schools from the state of Kansas. The second population was made up of 239 principals and 436 school counselors that work at 234 intermediate, middle and/or junior high schools across the state of Pennsylvania in 2008. The research questions gleaned from the data are identical to Bonebrake and Borgers' (1984) study. The total replication of Bonebrake and Borgers' (1984) study will enable the researcher to compare and contrast the perceptions of school counselors over the past 24 years. Through statistical analysis, this study will reveal whether principals and counselors, working in Pennsylvania in 2008, agree on what counselors should be doing in their school systems and if these perceptions are any different from the ones that were recorded in Kansas in 1984.

3.0 ANALYSIS OF DATA

The purpose of this research is to revisit Bonebrake and Borgers' (1984) study to see if there has been any significant change in the perception of the role of the secondary school counselor. The replication of this study will suggest whether counseling roles have adapted to 21st century school reform or if they are still providing traditional school services. This study identifies the perceptions of secondary school counselors by asking principals and counselors, throughout the state of Pennsylvania, about the roles and activities that counselors engage in within their school system. To execute this study, principals and counselors will be asked to respond to questions in a form of a survey that was initially created by Bonebrake and Borgers.

The information in this chapter will summarize the research questions and answers to specific survey questions as identified in the Research Question & Instrumentation Association Table listed in Chapter 2. The layout of each section in Chapter 3 follows an identical pattern. The research question is stated, which is followed by a table containing the significant results from the survey instrument. Finally, a narrative depiction and analysis of all data gathered provides a summary of the information and relates it back to the research question. Figure 4 will help clarify the layout of each Chapter subheading.

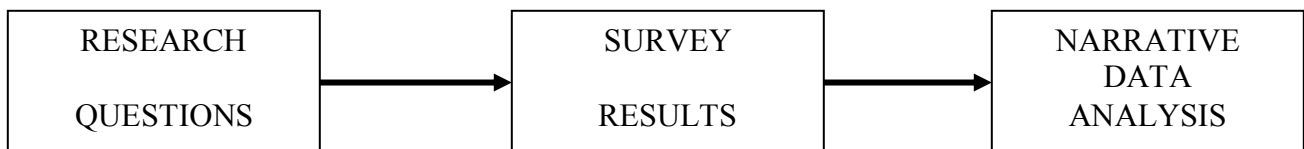


Figure 4. Research Report Layout

3.1 COUNSELOR ROLE AS PERCEIVED BY COUNSELORS AND PRINCIPALS (1984) = BASELINE DATA

Bonebrake and Borgers' (1984) research focused on the ideal counselor role as perceived by middle and junior high school counselors and principals, that is, the activities that principals and counselors identified as appropriate for counselors. This author will attempt to replicate this study in order to determine the extent of which the age of accountability has had an impact on the perceived roles of secondary school counselors in the 21st century.

Throughout this chapter, responses will be recorded in accordance with each research question. The information collected from the 2008 study will be presented first, and then the author will report on the conclusions generated by Bonebrake and Borgers' 1984 study concerning the parallel research question.

An important note to the reader, the data in this study will be much more detailed and complete than the 1984 study. The reason for this discrepancy is Bonebrake and Borgers collected their information 24 years ago and some of their data, which is not reported in their research article, is no longer available. However, enough data is available in their article to make generalizations about principal and counselor perceptions in 1984 and compare them to principal and counselors perceptions in 2008.

3.2 RETURN RATES

3.2.1 Return Rates for Principals in 2008 Study

After the stratified random sample population was selected (see Process & Data Collection 2.8.3), 239 head principals were identified to represent this population portion of the study. These principals worked in 234 intermediate, middle and/or junior high schools. These schools represented 175 school districts across the state of Pennsylvania. Each principal was emailed a cover letter explaining the anonymity of their participation, the risks and benefits of partaking in this study, the voluntary status of completing the survey, and a brief summary about the study. No compensation was dispensed to any principal who completed this survey. An example of the cover letter sent to each principal can be found in Appendix A. Attached to each email was the survey itself. The survey included demographic information, Pennsylvania education information, the data collection instrument, and an open-ended question. An example of the principal survey can be found in Appendix C. The principals were asked to complete the survey and electronically return their results to the online survey site www.surveymonkey.com. The total number of surveys returned by principals was 83 or 26.9 percent. The number of counties that were represented out of the 83 returned surveys was 48 or 71.6 percent. Appendix E lists the 48 counties that were represented in this study. The total number of school districts that were represented out of the 83 returned surveys was 69 or 39.4 percent. Appendix F lists the 69 school districts that were represented in this study. Finally, the total number of schools that were represented out of the 83 returned surveys was 76 or 32.4 percent. Appendix G lists the 76 schools that were represented in this study.

Table 21. Return Rates for Principals in 2008 Study

	Frequency	Percent
Total Principal Surveys Sent	239	100
Total Principal Surveys Returned	83	26.9
Total Number of Counties In PA	67	100
Total Number of Counties Represented	48	71.6
Total Number of School Districts Surveyed	175	100
Total Number of School Districts Represented	69	39.4
Total Number of Schools Surveyed	234	100
Total Number of Schools Represented	76	32.4

3.2.2 Return Rates for Counselors in 2008 Study

After the stratified random sample process was completed (see Process & Data Collection 2.8.3), 436 school counselors were identified to represent this population portion of the study. These school counselors worked in 234 intermediate, middle and/or junior high schools. These schools represented 175 school districts across the state of Pennsylvania. Each counselor was emailed a cover letter explaining the anonymity of their participation, the risks and benefits of partaking in this study, the voluntary status of completing the survey, and a brief summary about the study. No compensation was dispensed to any counselor who completed this survey. An example of the cover letter sent to each school counselor can be found in Appendix B. Attached to each email was the survey itself. The survey included demographic information, Pennsylvania education information, the data collection instrument, and an open-ended question. An example of the school counselor survey can be found in Appendix D. The school counselors were asked to complete the survey and electronically return their results to the online survey site www.surveymonkey.com. The total number of surveys returned by school

counselors was 226 or 51.8 percent. The number of counties that were represented out of the 226 returned surveys was 59 or 88.0 percent. Appendix H lists the 59 counties that were represented in this study. The total number of school districts represented is 123 or 70.2 percent, as reflected in Appendix I. Finally, the total return is 66.2 percent, as seen in Appendix J.

Table 22. Return Rates for School Counselors in 2008 Study

	Frequency	Percent
Total School Counselor Surveys Sent	436	100
Total School Counselor Surveys Returned	226	51.8
Total Number of Counties In PA	67	100
Total Number of Counties Represented	59	88.0
Total Number of School Districts Surveyed	175	100
Total Number of School Districts Represented	123	70.2
Total Number of Schools Surveyed	234	100
Total Number of Schools Represented	155	66.2

3.2.3 Return Rates for Entire 2008 Study

After the stratified random sample process was completed (see Process & Data Collection 2.8.3), 675 principals and school counselors were identified to represent the stratified random sample population for this study. These principals and school counselors work in 234 intermediate, middle and/or junior high schools. These schools represented 175 school districts across the state of Pennsylvania. Each identified principal and counselor was emailed a cover letter explaining the anonymity of their participation, the risks and benefits of partaking in this study, the voluntary status of completing the survey, and a brief summary about the study. No compensation was dispensed to any participant who

completed this survey. Attached to each email was the survey itself. The survey included demographic information, Pennsylvania education information, the data collection instrument, and an open-ended question. The participants were asked to complete the survey and electronically return their results to the online survey site www.surveymonkey.com. The total number of surveys returned by every participant was 309 or 45.7 percent. The number of counties that were represented out of the 309 returned surveys was 64 or 95.5 percent. Appendix K lists the 64 counties that were represented in this study. The total number of school districts that were represented out of the 309 returned surveys was 134 or 76.5 percent. Appendix L lists the 134 school districts that were represented in this study. Finally, the total number of schools that were represented out of the 309 returned surveys was 166 or 70.9 percent. Appendix M lists the 166 schools that were represented in this study.

Table 23. Return Rates for 2008 Stratified Random Sample Population

	Frequency	Percent
Total Number of Surveys Sent	675	100
Total Number of Surveys Returned	309	45.7
Total Number of Counties In PA	67	100
Total Number of Counties Represented	64	95.5
Total Number of School Districts Surveyed	175	100
Total Number of School Districts Represented	134	76.5
Total Number of Schools Surveyed	234	100
Total Number of School Represented	166	70.9

3.2.4 Return Rates for Bonebrake & Borgers 1984 Study

Because the results of this study will be compared to Bonebrake & Borgers' 1984 study, the researcher feels it is important to present the return rates of the data that was collected in 1984. According to the authors, tables 24, 25, and 26 present the convenience sampling that was used. Counselors and principals from schools designated as upper-elementary, middle, or junior high were surveyed. Junior high, middle, and upper elementary school principals (n = 184) listed in the *Kansas Educational Directory, 1980-81* (Kansas Department of Education, 1980) constituted the sample of principals (see Table 24). Junior high and middle school counselors (n = 212) listed in the *Kansas Directory of Guidance Personnel, 1979-80* (Kansas Department of Education, 1979) constituted the counselor sample (see Table 25). Table 26 provides the return rates for the 1984 study.

Table 24. Return Rates for Principals in 1984 Study

	Frequency	Percent
Total Principal Surveys Sent	184	100
Total Principal Surveys Returned	169	92

Table 25. Return Rates for School Counselors in 1984 Study

	Frequency	Percent
Total School Counselor Surveys Sent	212	100
Total School Counselor Surveys Returned	172	81

Table 26. Return Rates for Convenience Sample Population in 1984 Study

	Frequency	Percent
Total Number of Surveys Sent	396	100
Total Number of Surveys Returned	341	86

3.3 DEMOGRAPHIC INFORMATION

3.3.1 Demographic Information for Principals in 2008 Study

The first component of the survey focused on demographic information. Each participant was asked to explore four different categories that would help the researcher learn more about the stratified random sample population. Each category contained a drop box where several answers appeared. The participants were asked to select the appropriate answer under each category.

The first category was entitled Gender. Within the drop box, each participant had an opportunity to choose either male or female. Tables 27, 28, and 29 report data on this first component in respect to principals, school counselors, and total stratified random sample population.

The second category was entitled Age. Within the drop box, each participant had an opportunity to choose: (a) 25-34, (b) 35-44, (c) 45-54, and (d) 55 and older. Tables 24, 25, and 26 report data on this second component in respect to principals, school counselors, and total stratified random sample population.

The third category was entitled Years in Current Position. Within the drop box, each participant had an opportunity to choose: (a) less than 1, (b) 1-2, (c) 3-4, (d) 5-9 and (e) 10 or more. Tables 24, 25, and 26 report data on this third component in respect to principals, school counselors, and total stratified random sample population.

The fourth category was entitled Highest Degree Completed. Within the drop box, each participant had an opportunity to choose: (a) Bachelors, (b) Masters, and (c) Doctoral Degree (Ed.D, Ph.D). Tables 24, 25, and 26 report data on this fourth

component in respect to principals, school counselors, and total stratified random sample population.

Table 27. Demographic Information for Principals in 2008 Study

Category / Drop Box Menu	Frequency	Percent	Cumulative Percent
Gender			
Female	23	27.7	27.7
Male	60	72.3	100.0
Age			
25-34	9	10.8	10.8
35-44	28	33.7	44.6
45-54	29	34.9	79.5
55 +	17	20.5	100.0
Years In Current Position			
< 1 year	5	6.0	6.0
1 – 2 years	14	16.9	22.9
3 – 4 years	27	32.5	44.6
5 – 9 years	19	22.9	77.1
10 +	18	21.7	100.0
Highest Degree Completed			
Bachelors	4	4.8	4.8
Masters	60	72.3	67.5
Doctoral Degree (Ed.D, Ph.D)	19	22.9	27.7

Table 28. Demographic Information for School Counselors in 2008 Study

Category / Drop Box Menu	Frequency	Percent	Cumulative Percent
Gender			
Female	160	70.8	70.8
Male	66	29.2	100.0
Age			
< 25	2	.9	.9
25-34	67	29.6	30.5
35-44	64	28.3	58.8
45-54	55	24.3	83.2
55 +	38	16.8	100.0
Years In Current Position			
< 1 year	11	4.9	4.9
1 – 2 years	21	9.3	14.2
3 – 4 years	35	15.5	29.7
5 – 9 years	63	27.9	57.6
10 +	96	42.5	100.00
Highest Degree Completed			
Bachelors			
Masters	217	96.0	96.0
Doctoral Degree (Ed.D, Ph.D)	9	4.0	100.0

Table 29. Demographic Information for 2008 Stratified Random Sample Population

Category / Drop Box Menu	Frequency	Percent	Cumulative Percent
Gender			
Female	183	59.2	59.2
Male	126	40.8	100.0
Age			
< 25	2	.6	.6
25-34	76	24.6	25.2
35-44	92	29.8	55.0
45-54	84	27.2	82.2
55 +	55	17.8	100.0
Years In Current Position			
< 1 year	16	5.2	5.2
1 – 2 years	35	11.3	16.5
3 – 4 years	62	20.1	36.6
5 – 9 years	82	26.5	63.1
10 +	114	36.9	100.0
Highest Degree Completed			
Bachelors	4	1.3	1.3
Masters	277	89.6	90.9
Doctoral Degree (Ed.D, Ph.D)	28	9.1	100.0

3.3.2 Demographic Information for Bonebrake & Borgers 1984 Study

Because the results of this study will be compared to Bonebrake & Borgers' 1984 study, the researcher feels it is important to present the demographic information from which the data was generated in 1984. Tables 30, 31, and 32 present gender breakdowns from the convenience sampling that was used by Bonebrake and Borgers. Of the principals, 7% were female and 93% were male (see Table 30). Of the counselors, 38% were female and 62% were male (see Table 31). Table 32 provides the gender breakdown for the entire convenience sample of the 1984 study.

Table 30. Demographic Information for Principals in 1984 Study

Category / Drop Box Menu	Frequency	Percent	Cumulative Percent
Gender			
Female	12	7	7
Male	157	93	100.0

Table 31. Demographic Information for School Counselors in 1984 Study

Category / Drop Box Menu	Frequency	Percent	Cumulative Percent
Gender			
Female	65	38	38
Male	107	62	100.0

Table 32. Demographic Information for 1984 Convenient Sample Population

Category / Drop Box Menu	Frequency	Percent	Cumulative Percent
Gender			
Female	77	23	23
Male	264	77	100.0

3.4 RESEARCH QUESTION 1

Will there be a significant difference in the sum of the ranks for principal and counselor perceptions concerning the role of the secondary counselor? How will these results compare to Bonebrake & Borgers' (1984) study?

3.4.1 Sum of the Ranks for 2008 Survey

Table 33 reports the sum of the ranks for principal and counselor perceptions concerning the role of the secondary counselor in Pennsylvania in 2008. In the table, each of the 15 tasks are listed as they appeared in the survey. Each task is written in one of four colors. These colors correspond with the four subscales that were created in the Bonebrake & Borgers' (1984) study. The subscales include counseling (green), consulting (blue), coordinating (purple), and problem areas for counselors (red). Along with each task, the two stratified random population groups appear: principals and counselors. Two additional columns were created to further extrapolate the data. The first column details the mean rank for each population within the specific task. The second column details the sum of the ranks for each population within the specific task. The last column represents the asymptotic significance 2-tailed value (p value) for each task. When the p value was smaller than .05, the researcher had reason to accept that a real difference existed.

Table 33. Sum of the Ranks for 2008 Pennsylvania Survey

Survey Task	Population Group	Mean Rank	Sum of Ranks	P Value
Group Counseling	Principals	158.30	13139.00	.683
	Counselors	153.79	34756.00	
Referral Services	Principals	156.28	12971.00	.869
	Counselors	154.53	34924.00	
Functioning As Principal	Principals	135.81	11272.00	.008
	Counselors	162.05	36623.00	
Supervision Of Lunch	Principals	144.36	11982.00	.180
	Counselors	158.91	35913.00	
Individual Counseling	Principals	145.93	12112.50	.183
	Counselors	158.33	35782.50	
Student Assessment	Principals	180.33	14967.00	.002
	Counselors	145.70	32928.00	
Career Education	Principals	179.98	14938.00	.002
	Counselors	145.83	32957.00	
Scheduling	Principals	142.98	11867.00	.119
	Counselors	159.42	36028.00	
Classroom Guidance	Principals	172.36	33589.00	.030
	Counselors	148.62	14306.00	
Teacher Consultant	Principals	112.58	9344.50	.000
	Counselors	170.58	38550.50	
Evaluation Of Guidance	Principals	176.39	14640.50	.008
	Counselors	147.14	33254.50	
Discipline	Principals	136.19	11303.50	.009
	Counselors	161.91	36591.50	
Parent Consultant	Principals	141.55	11794.00	.073
	Counselors	159.94	36146.00	
Teaching Non-Guidance Classes	Principals	152.96	12695.50	.779
	Counselors	155.75	35199.50	
Research	Principals	163.63	13581.00	.281
	Counselors	151.83	34314.00	

_____ = COUNSELING ITEMS

_____ = CONSULTING ITEMS

_____ = COORDINATION ITEMS

_____ = PROBLEM AREA ITEMS

3.4.2 Research Question 1 Analyzed

The following information will analyze the data that was generated from the surveys to answer research question 1. The main focus of the researcher will be to analyze the sum of the ranks connected to the 2008 Pennsylvania survey (see Table 33). Careful attention will be paid to the asymptotic significance 2-tailed value (p value) for each task in each study. Analysis will determine if differences exist between principals and counselors when it comes to the perceptions of the role of the secondary counselor (i.e. activities that counselors engage in within their school system).

Results for the sum of the ranks - 2008 survey.

After analyzing the data, the researcher came to a conclusion that seven tasks were statistically significant. Seven tasks fell under this range thus alerting the researcher that real differences existed at the .05 level.

As explained in the Instrumentation section (2.9), Bonebrake & Borgers created the 15 tasks on the survey by using the American School Counselor Association (ASCA) (1974) position statement concerning the role of the middle and junior high counselor. The survey was broken up into four subscales: (a) counseling, (b) consulting, (c) coordinating, and (d) problem areas.

Of the seven statistically significant items, 3 tasks fell within the coordinating subscale; 2 tasks fell within the consulting subscale; 1 task fell within the counseling subscale; and 1 task fell within the problem area subscale. This analysis is important to note because it shows the reader that principals and counselors had statistically significant differences in each of the four survey subscales. Table 34 details the statistically significant tasks and the four subscales in which they fell within. The p

values of each task are also included to show the reader the range of difference between principals and counselors.

Table 34. Statistically Significant Tasks and the Four Survey Subscales – 2008 Study

Survey Task	Survey Subscale	p values
Functioning as Building Principal	Coordination Item	.008
Career Education	Coordination Item	.002
Evaluation of Guidance Program	Coordination Item	.008
Student Assessment	Consulting Item	.002
Teacher Consultant	Consulting Item	.000
Classroom Guidance	Counseling Item	.030
Administering Disciplinary Action	Problem Area Item	.009

The mean ranks and sum of ranks also uncovered that out of the seven statistically significant items, principals perceived that counselors should function at a higher frequency on four of the tasks and counselors perceived that counselors should function at a higher frequency on three of the tasks. Table 35 details the statistically significant tasks and how each population group perceived the frequency in which a counselor should function on that particular task. The mean ranks will be included in this table to illustrate the difference in perception for each task.

Table 35. Statistically Significant Tasks and Population Perceptions – 2008 Study

Survey Task	Population Perception	Mean Rank
Functioning as Building Principal	Counselor	Counselor = 162.05 Principal = 135.81
Career Education	Principal	Principal = 179.98 Counselor = 145.83
Evaluation of Guidance Program	Principal	Principal = 176.39 Counselor = 147.14
Student Assessment	Principal	Principal = 180.33 Counselor = 145.70
Teacher Consultant	Counselor	Counselor = 170.58 Principal = 112.58
Classroom Guidance	Principal	Principal = 172.36 Counselor = 148.62
Administering Disciplinary Action	Counselor	Counselor = 161.91 Principal = 136.19

Results for the sum of the ranks - 1984 survey.

After Bonebrake & Borgers analyzed their data, they came to a conclusion that four tasks were statistically significant. Four tasks fell under this range thus alerting them that real differences existed at the .05 level.

Of the four statistically significant items, 3 tasks fell within the problem area subscale and 1 task fell within the coordinating subscale. This analysis is important to note because it shows the reader that principals and counselors had statistically significant differences ($P < .005$) in two of the four survey subscales. Table 36 details the statistically significant tasks and the four subscales in which they fell within.

Table 36. Statistically Significant Tasks and the Four Survey Subscales – 1984 Study

Survey Task	Survey Subscale
Supervision of Lunch	Problem Area Item
Scheduling	Problem Area Item
Administering Disciplinary Action	Problem Area Item
Conducting Research	Coordinating Item

The mean ranks and sum of ranks also uncovered that out of the four statistically significant items, principals perceived that counselors should function at a higher frequency on all four of the tasks. Table 37 details the statistically significant tasks and how each population group perceived the frequency in which a counselor should function on that particular task

Table 37. Statistically Significant Tasks and Population Perceptions

Survey Task	Population Perception
Supervision of Lunch	Principal
Scheduling	Principal
Administering Disciplinary Action	Principal
Conducting Research	Principal

3.5 RESEARCH QUESTION 2

Will there be a significant difference between the mean scores for principal and counselor responses concerning the perceptions of the 15 counselor tasks posed on the survey?

How will these results compare to Bonebrake & Borgers' (1984) study?

3.5.1 Descriptive Statistics for 2008 Study

Tables 38 and 39 report the mean and standard deviation for each counselor task within the principal and counselor populations respectively. Each counselor task is ranked from highest to lowest according to the mean. As explained in the Instrumentation section (2.9), Bonebrake & Borgers used a 5 point Likert scale to indicate the degree of emphasis that counselors should ideally give each task that was listed on the survey. The degrees of emphasis for each task included: (a) Never, (b) Rarely, (c) Occasionally, (d) Frequently, and (e) Routinely.

In the tables, each task is written in one of four colors. These colors correspond with the four subscales that were created in the Bonebrake & Borgers' (1984) study. The subscales include counseling (green), consulting (blue), coordinating (purple), and problem areas for counselors (red). Two additional columns were created to further extrapolate the data. The first column details the minimum score given by at least one member of each population group. The second column details the maximum score given by at least one member of each population group. By evaluating the two tables, the researcher will be able to compare and contrast the levels of emphasis given to each task and compare and contrast the perception ranking of each task.

Table 38. Descriptive Statistics for Principals in 2008 Pennsylvania Study

Survey Task	Minimum	Maximum	Mean	Standard Deviation
Individual Counseling	1	5	4.48	.817
Parent Consultant	2	5	4.27	.813
Referral Services	3	5	4.22	.733
Career Education	1	5	4.14	.843
Student Assessment	1	5	4.07	1.080
Scheduling	1	5	3.86	1.336
Teacher Consultant	1	5	3.63	1.079
Classroom Guidance	1	5	3.54	1.063
Evaluation Of Guidance	1	5	3.46	1.172
Group Counseling	1	5	3.24	.995
Research	1	5	2.48	.929
Supervise Lunchroom	1	5	2.04	1.301
Teaching Non-Guidance Class	1	3	1.47	.631
Functioning As Principal	1	3	1.31	.562
Administer Discipline	1	3	1.29	.482

Table 39. Descriptive Statistics for Counselors in 2008 Pennsylvania Study

Survey Task	Minimum	Maximum	Mean	Standard Deviation
Individual Counseling	2	5	4.63	.627
Parent Consultant	3	5	4.47	.612
Teacher Consultant	1	5	4.33	.765
Referral Services	1	5	4.19	.778
Scheduling	1	5	4.11	1.221
Career Education	1	5	3.77	.971
Student Assessment	1	5	3.64	1.111
Classroom Guidance	1	5	3.28	1.091
Group Counseling	1	5	3.20	1.170
Evaluation Of Guidance	1	5	3.09	1.108
Research	1	5	2.37	.972
Supervise Lunchroom	1	5	2.33	1.500
Functioning As Principal	1	5	1.63	.896
Teaching Non-Guidance Class	1	5	1.58	.872
Administer Discipline	1	5	1.58	.809

_____ = COUNSELING ITEMS

_____ = CONSULTING ITEMS

_____ = COORDINATION ITEMS

_____ = PROBLEM AREA ITEMS

3.5.2 Descriptive Statistics for 1984 Study

Tables 40 and 41 reports the rank of the survey items for each counselor task within the principal and counselor populations respectively. Each counselor task is ranked from highest to lowest according to their mean. As explained in the Instrumentation section (2.9), Bonebrake and Borgers used a 5 point Likert scale to indicate the degree of emphasis that counselors should ideally give each task that was listed on the survey. The degrees of emphasis for each task included: (a) Never, (b) Rarely, (c) Occasionally, (d) Frequently, and (e) Routinely.

In the tables, each task is written in one of four colors. These colors correspond with the four subscales that were created in the Bonebrake & Borgers' (1984) study. The subscales include counseling (green), consulting (blue), coordinating (purple), and problem areas for counselors (red). By evaluating the two tables, the researcher will be able to compare and contrast the levels of emphasis given to each task and compare and contrast the perception ranking of each task.

Table 40. Descriptive Statistics for Principals in 1984 Kansas Study

Survey Task
Individual Counseling
Student Assessment
Teacher Consultant
Evaluation Of Guidance
Parent Consultant
Career Education
Classroom Guidance
Group Counseling
Referral Services
Scheduling
Research
Supervise Lunchroom
Functioning As Principal
Administer Discipline
Teaching Non-Guidance Class

Table 41. Descriptive Statistics for Counselors in 1984 Kansas Study

Survey Task
Individual Counseling
Teacher Consultant
Student Assessment
Parent Consultant
Evaluation Of Guidance
Referral Services
Group Counseling
Career Education
Classroom Guidance
Scheduling
Research
Functioning As Principal
Supervise Lunchroom
Administer Discipline
Teaching Non-Guidance Class

_____ = COUNSELING ITEMS

_____ = CONSULTING ITEMS

_____ = COORDINATION ITEMS

_____ = PROBLEM AREA ITEMS

3.5.3 Descriptive Statistics for Principals in 2008 and 1984 Studies

Table 42 summarizes information from tables 38 and 40 and ranks each counselor task within the principal population from the 2008 and 1984 studies respectively. Each counselor task is ranked from highest to lowest according to the mean.

In the table, each task is written in one of four colors. These colors correspond with the four subscales that were created in the Bonebrake & Borgers' (1984) study. The subscales include counseling (green), consulting (blue), coordinating (purple), and problem areas for counselors (red). By evaluating this table, the researcher will be able to compare and contrast the perception ranking of each task by principals in 2008 and 1984.

Table 42. Task Rankings for Principals in 2008 and 1984 Studies

Rank	Principals = 2008	Principals = 1984
1	Individual Counseling	Individual Counseling
2	Parent Consultant	Student Assessment
3	Referral Services	Teacher Consultant
4	Career Education	Evaluation Of Guidance
5	Student Assessment	Parent Consultant
6	Scheduling	Career Education
7	Teacher Consultant	Classroom Guidance
8	Classroom Guidance	Group Counseling
9	Evaluation Of Guidance	Referral Services
10	Group Counseling	Scheduling
11	Research	Research
12	Supervise Lunchroom	Supervise Lunchroom
13	Teaching Non-Guidance Class	Functioning As Principal
14	Functioning As Principal	Administer Discipline
15	Administer Discipline	Teaching Non-Guidance Class

_____ = COUNSELING ITEMS

_____ = CONSULTING ITEMS

_____ = COORDINATION ITEMS

_____ = PROBLEM AREA ITEMS

3.5.4 Descriptive Statistics for Counselors in 2008 and 1984 Studies

Table 43 summarizes information from tables 39 and 41 and ranks each counselor task within the counselor population from the 2008 and 1984 studies respectively. Each counselor task's mean is ranked from highest to lowest.

In the table, each task is written in one of four colors. These colors correspond with the four subscales that were created in the Bonebrake & Borgers' (1984) study. The subscales include counseling (green), consulting (blue), coordinating (purple), and problem areas for counselors (red). By evaluating this table, the researcher will be able to compare and contrast the perception ranking of each task by counselors in 2008 and 1984.

Table 43. Task Rankings for Counselors in 2008 and 1984 Studies

Rank	Counselors = 2008	Counselors = 1984
1	Individual Counseling	Individual Counseling
2	Parent Consultant	Teacher Consultant
3	Teacher Consultant	Student Assessment
4	Referral Services	Parent Consultant
5	Scheduling	Evaluation Of Guidance
6	Career Education	Referral Services
7	Student Assessment	Group Counseling
8	Classroom Guidance	Career Education
9	Group Counseling	Classroom Guidance
10	Evaluation Of Guidance	Scheduling
11	Research	Research
12	Supervise Lunchroom	Functioning As Principal
13	Functioning As Principal	Supervise Lunchroom
14	Teaching Non-Guidance Class	Administer Discipline
15	Administer Discipline	Teaching Non-Guidance Class

_____ = COUNSELING ITEMS

_____ = CONSULTING ITEMS

_____ = COORDINATION ITEMS

_____ = PROBLEM AREA ITEMS

3.5.3 Research Question 2 Analyzed

The following information will analyze the data that was generated from the surveys to answer research question two. First, an analysis of the task rankings for each of the 15 tasks connected to the 2008 Pennsylvania survey (see Tables 38 and 39) will be completed. Second, task rankings for the 1984 Kansas survey (see Tables 40 and 41) will be analyzed. Third, the researcher will analyze the task rankings for principals in the 2008 and 1984 study (see Table 42). Finally, the researcher will analyze the task rankings for counselors in the 2008 and 1984 study (see Table 43).

The researcher will analyze these ranks to indicate the degree of emphasis that principals and counselors placed on the 15 counselor tasks within the survey. The

similarities and differences between these rankings (from 2008 and 1984) will allow the researcher to analyze the perceptions principals and counselors have when it comes to the roles and activities counselors should be engaging in the most and least within their school system.

Results for the task rankings - 2008 survey.

After analyzing the data in tables 38 and 39, the researcher concluded that Pennsylvania principals and counselors in 2008 had considerable similarities in their rankings. They identically agreed on six items that should ideally receive the most and least interest. The item individual counseling was ranked first by both groups. The item parent consultant was ranked second. The item classroom guidance was ranked eighth. The item research was ranked 11th. The item supervising the lunchroom was ranked 12th and the item administering discipline was ranked 15th.

Although the rankings were not identical referral services was a highly ranked task between both groups. Additional survey items that were not identical but appeared in the middle of each group's ranking included career education, student assessment, scheduling, evaluation of guidance department, and group counseling. The lowest five survey items ranked by both groups included research, supervising the lunchroom, teaching non-guidance classes, functioning as building principal, and administering justice.

The greatest difference between the groups came from the item teacher consultant. The counseling population ranked it third most important on their list while the principal population ranked it seventh.

Results for the task rankings - 1984 survey.

After analyzing the data in tables 40 and 41, the researcher came to a conclusion that Kansas principals and counselors in 1984 had considerable similarities in their rankings. They identically agreed on five items that should ideally receive the most and least emphasis. The item individual counseling was ranked first by both groups. The item scheduling was ranked tenth. The item research was ranked 11th. The item administering discipline was ranked 14th and the *item teaching non-guidance classes* was ranked 15th.

Although the rankings were not identical for the other top four rated items, teacher consultant, parent consultant, student assessment, and evaluation of the guidance program were highly ranked tasks. Additional survey items that were not identical but appeared in the middle of each group's ranking included career education, group counseling, and classroom guidance. The lowest six survey items ranked by both groups included scheduling, research, functioning as a building principal, supervising the lunchroom, administering discipline, and teaching non-guidance classes.

The greatest difference between the groups came from the item referral services. The counseling population ranked it sixth most important on their list while the principal population ranked it 9th.

Results for the principal task rankings – 2008 and 1984 survey.

After analyzing the data in table 42, the researcher came to a conclusion that Pennsylvania principals in 2008 and Kansas principals in 1984 had considerable differences in their rankings. They identically agreed on three items that should ideally receive the most and least emphasis. The item individual counseling was ranked first by

both groups. The item research was ranked 11th and the item supervision of lunchroom was ranked 12th.

Although the rankings were not identical, the lowest five survey items ranked by both groups included research, functioning as a building principal, supervising the lunchroom, administering discipline, and teaching non-guidance classes.

The greatest difference between the groups came in the form of six items. The difference in ranking for parent consultant was three. Pennsylvania principals ranked it second most important on their list while the Kansas principals ranked it fifth. The difference in ranking for student assessment was three. Kansas's principals ranked it second most important on their list while the Pennsylvania principals ranked it fifth. The difference in ranking for scheduling was four. Pennsylvania principals ranked it sixth most important on their list while the Kansas principals ranked it tenth. The difference in ranking for teacher consultant was four. Kansas' principals ranked it third most important on their list while the Pennsylvania principals seventh. The difference in ranking for evaluation of guidance department was five. Kansas' principals ranked it fourth most important on their list while the Pennsylvania principals ranked it ninth. Finally, the difference in ranking for referral services was six. Pennsylvania principals ranked it third most important on their list while the Kansas principals ranked it ninth.

Results for the counselor task rankings – 2008 and 1984 survey.

After analyzing the data in table 43, the researcher came to a conclusion that Pennsylvania counselors in 2008 and Kansas' counselors in 1984 had considerable differences in their rankings. They identically agreed on two items that should ideally

receive the most and least emphasis. The item individual counseling was ranked first by both groups and the item research was ranked 11th.

Although the rankings were not completely identical, the lowest five survey items ranked by both groups included research, functioning as a building principal, supervising the lunchroom, administering discipline, and teaching non-guidance classes.

The greatest difference between the groups came in the form of three items. The difference in ranking for student assessment was four. Kansas' counselors ranked it third most important on their list while the Pennsylvania counselors ranked it seventh. The difference in ranking for scheduling was five. Pennsylvania counselors ranked it fifth most important on their list while the Kansas counselors ranked it tenth. Finally, the difference in ranking for evaluation of the guidance program was five. Kansas' counselors ranked it fifth most important on their list while the Pennsylvania counselors ranked it tenth.

3.6 RESEARCH QUESTION 3

Will there be a significant difference between the mean scores for principals and counselors in their perceptions toward the importance of counselors counseling (group counseling, individual counseling, classroom counseling)? How will these results compare to Bonebrake & Borgers' (1984) study?

3.6.1 Descriptive Statistics for Counseling Subscale in 2008 Study

Tables 44 and 45 report the mean and standard deviation for each counselor task that falls under the counseling subscale within the principal and counselor populations respectively. As explained in the Instrumentation section (2.9), the survey was broken up

into four subscales: (a) counseling, (b) consulting, (c) coordinating, and (d) problem areas. This particular research question will focus on the counseling subscale. The researcher will analyze the data to determine whether there was a significant difference between the mean scores for principals and counselors concerning three survey items. The survey items include: individual counseling, classroom guidance, and group counseling. Each table will include three columns. The first will list each task that falls under the counseling subscale. The second will report the mean score for that particular survey item and the final column will report the standard deviation for that particular survey item. As used in the other tables in chapter 3, the color green will signify those survey items that represent the counseling subscale.

Table 44. Descriptive Statistics for Principals in Counseling Subscale = 2008 Study

Survey Task	Mean	Standard Deviation
Individual Counseling	4.48	.817
Classroom Guidance	3.54	1.063
Group Counseling	3.24	.995

Table 45. Descriptive Statistics for Counselors in Counseling Subscale = 2008 Study

Survey Task	Mean	Standard Deviation
Individual Counseling	4.63	.627
Classroom Guidance	3.28	1.091
Group Counseling	3.20	1.170

3.6.2 Descriptive Statistics for Counseling Subscale in 1984 Study

Tables 46 and 47 report the rank, based of the mean, for each counselor task that falls under the counseling subscale within the principal and counselor populations respectively. As explained in the Instrumentation section (2.9), the survey was broken up

into four subscales: (a) counseling, (b) consulting, (c) coordinating, and (d) problem areas.

This particular research question will focus on the counseling subscale. The researcher will analyze the data to determine whether there is a significant difference between the mean scores for principals and counselors concerning three survey items. The survey items include: individual counseling, classroom guidance, and group counseling. Each table will include one column which will list the rank of each task that falls under the counseling subscale. As used in the other tables in chapter 3, the color green will signify those survey items that represent the counseling subscale.

Table 46. Descriptive Statistics for Principals in Counseling Subscale = 1984 Study

Survey Task
Individual Counseling
Classroom Guidance
Group Counseling

Table 47. Descriptive Statistics for Counselors in Counseling Subscale = 1984 Study

Survey Task
Individual Counseling
Group Counseling
Classroom Guidance

3.6.3 Descriptive Statistics for Principals in Counseling Subscale = 2008 / 1984 Study

Table 48 reports the mean and standard deviation for each counselor task that falls under the counseling subscale within the principal population from the 2008 study. Table 49 reports the rank, based of the mean, for each counselor task that falls under the counseling subscale within the principal population from the 1984 study. As explained in the Instrumentation section (2.9), the survey was broken up into four subscales: (a)

counseling, (b) consulting, (c) coordinating, and (d) problem areas. This particular research question will focus on the counseling subscale. The researcher will analyze the data to determine whether there was a significant difference between the rank, based on mean scores, from Pennsylvania principals and Kansas principals concerning three survey items. The survey items include: individual counseling, classroom guidance, and group counseling. Table 48 will include three columns. The first will list each task that falls under the counseling subscale. The second will report the mean score for that particular survey item and the final column will report the standard deviation for that particular survey item. Table 49 will include one column which will list the rank of each task that falls under the counseling subscale. As used in the other tables in chapter 3, the color green will signify those survey items that represent the counseling subscale.

Table 48. Descriptive Statistics for Principals in Counseling Subscale = 2008 Study

Survey Task	Mean	Standard Deviation
Individual Counseling	4.48	.817
Classroom Guidance	3.54	1.063
Group Counseling	3.24	.995

Table 49. Descriptive Statistics for Principals in Counseling Subscale = 1984 Study

Survey Task
Individual Counseling
Classroom Guidance
Group Counseling

3.6.4 Descriptive Statistics for Counselors in Counseling Subscale = 2008/1984 Study

Tables 50 reports the mean and standard deviation for each counselor task that falls under the counseling subscale within the counselor population from the 2008 study. Table 51 reports the rank based of the mean for each counselor task that falls under the counseling subscale within the counselor population from the 1984 study. As explained in the

Instrumentation section (2.9), the survey was broken up into four subscales: (a) counseling, (b) consulting, (c) coordinating, and (d) problem areas. This research question will focus on the counseling subscale. The researcher will determine whether there was a significant difference between the rank, based on mean scores, from Pennsylvania counselors and Kansas counselors concerning three survey items. The survey items include: individual counseling, classroom guidance, and group counseling. Table 50 will include three columns. The first will list each task that falls under the counseling subscale. The second will report the mean score for that particular survey item and the final column will report the standard deviation for that particular survey item. Table 51 will include one column which will list the rank of each task that falls under the counseling subscale. As used in the other tables in chapter 3, the color green will signify those survey items that represent the counseling subscale.

Table 50. Descriptive Statistics for Counselors in Counseling Subscale = 2008 Study

Survey Task	Mean	Standard Deviation
Individual Counseling	4.63	.627
Classroom Guidance	3.28	1.091
Group Counseling	3.20	1.170

Table 51. Descriptive Statistics for Counselors in Counseling Subscale = 1984 Study

Survey Task
Individual Counseling
Group Counseling
Classroom Guidance

3.6.5 Research Question 3 Analyzed

The following information will analyze the data that was generated from the surveys to answer research question three. First, the researcher will analyze the descriptive statistics

from Pennsylvania principals and counselors for each of the three tasks connected to the counseling subscale on the 2008 Pennsylvania survey (see Tables 44 & 45). Second, the researcher will analyze the task rankings from principals and counselors for each of the three tasks connected to the counseling subscale on the 1984 Kansas survey (see Tables 46 & 47). Third, the researcher will analyze the task rankings connected to the counseling subscale for principals in the 2008 and 1984 study (see Tables 48 & 49). Finally, the researcher will analyze the task rankings connected to the counseling subscale for counselors in the 2008 and 1984 study (see Tables 50 & 51).

The researcher will analyze these ranks to indicate the degree of emphasis that principals and counselors place on the counseling subset tasks within the survey. The similarities and differences between these rankings (from 2008 and 1984) will allow the researcher to analyze the perceptions principals and counselors have when it comes to the roles and activities counselors should be engaging in within the counseling framework.

Results for descriptive statistics for principals and counselors in counseling subscale - 2008 survey.

After analyzing the data in tables 44 and 45, the researcher concluded that Pennsylvania principals and counselors in 2008 had identical rankings when it comes to the counselor's roles and functions under the counseling subscale. Appendix N & O, respectively, details the precise responses and percentages for the perceptions of principals and counselors when it comes to counselors functioning within the counseling subscale – individual, classroom, and group. One important note to the reader, even though the rankings between principals and counselors were identical in this subscale, statistical tests show that there is a significant difference between the two populations when it comes to the

perception of classroom guidance. Principals perceive that counselors perform these duties more than counselors perceive themselves doing these functions.

Results for descriptive statistics for principals and counselors in counseling subscale - 1984 survey.

After analyzing the data in tables 46 and 47, the researcher concluded that Kansas principals and counselors in 1984 had considerable similarities in their rankings when it comes to the counselor's roles and functions under the counseling subscale. They identically agreed on individual counseling as being the most important task a counselor should be doing within a school system under this particular subscale. There was a ranking difference however when it came to ranking classroom counseling and group counseling. Principals ranked classroom counseling second most important on their survey whereas counselors ranked group counseling second most important on their survey. The differences, however, between the two were not significant because Bonebrake & Borgers report that after running the prescribed statistical tests (see 2.2 Purpose of Study) no significant differences occurred within the counseling subscale.

Results for descriptive statistics for principals from Pennsylvania and Kansas in counseling subscale – 2008 / 1984 surveys.

After analyzing the data in tables 48 & 49, the researcher concluded that Pennsylvania principals in 2008 and Kansas principals in 1984 had identical rankings when it comes to the counselor's roles and functions under the counseling subscale. Because this portion of Bonebrake & Borgers' baseline data no longer exists, the researcher can not tell whether there are statistically significant differences within the ranks even though the rankings are identical.

Results for descriptive statistics for counselors from Pennsylvania and Kansas in counseling subscale – 2008 / 1984 surveys.

After analyzing the data in tables 50 and 51, the researcher concluded that that Pennsylvania counselors in 2008 and Kansas counselors in 1984 had considerable similarities in their rankings when it comes to counselor role functions under the counseling subscale. They identically agreed on individual counseling as being the most important task a counselor should be doing within a school system under this particular subset. There was a ranking difference however when it came to ranking classroom guidance and group counseling. Counselors in Pennsylvania ranked classroom guidance second most important on their survey whereas counselors in Kansas ranked *group* counseling second most important on their survey. Because this portion of Bonebrake & Borgers' baseline data no longer exists, the researcher can not tell whether this difference between classroom guidance and group counseling is significant.

3.7 RESEARCH QUESTION 4

Will there be a significant difference between the mean scores for principals and counselors in their perceptions toward the importance of counselors consulting (referral services, student assessment, teacher consultant, parent consultant)? How will these results compare to Bonebrake & Borgers' (1984) study?

3.7.1 Descriptive Statistics for Consulting Subscale in 2008 Study

Tables 52 and 53 report the mean and standard deviation for each counselor task that falls under the consulting subscale within the principal and counselor populations respectively. As explained in the Instrumentation section (2.9), the survey includes four subscales: (a) counseling, (b) consulting, (c) coordinating, and (d) problem areas. This particular research question will focus on the consulting subscale. The researcher will determine if there is a significant difference between the mean scores for principals and counselors concerning four survey items. The survey items include: referral services, student assessment, teacher consultant, and parent consultant. Each table will include three columns. The first will list each task that falls under the consulting subscale. The second will report the mean score for that particular survey item and the final column will report the standard deviation for that particular survey item. As used in the other tables in chapter 3, the color blue will signify those survey items that represent the consulting subscale.

Table 52. Descriptive Statistics for Principals in Consulting Subscale = 2008 Study

Survey Task	Mean	Standard Deviation
Parent Consultant	4.27	.813
Referral Services	4.22	.733
Student Assessment	4.07	1.080
Teacher Consultant	3.63	1.079

Table 53. Descriptive Statistics for Counselors in Consulting Subscale = 2008 Study

Survey Task	Mean	Standard Deviation
Parent Consultant	4.47	.612
Teacher Consultant	4.33	.765
Referral Services	4.19	.778
Student Assessment	3.64	1.111

3.7.2 Descriptive Statistics for Consulting Subscale in 1984 Study

Tables 54 and 55 report the rank based of the mean for each counselor task that falls under the consulting subscale within the principal and counselor populations respectively. As explained in the Instrumentation section (2.9), the survey includes four subscales: (a) counseling, (b) consulting, (c) coordinating, and (d) problem areas. This particular research question will focus on the consulting subscale. The researcher will determine if there is a significant difference between the mean scores for principals and counselors concerning four survey items. The survey items include: referral services, student assessment, teacher consultant, and parent consultant. Each table will include one column which will list the rank of each task that falls under the consulting subscale. As used in the other tables in chapter 3, the color blue will signify those survey items that represent the consulting subscale.

Table 54. Descriptive Statistics for Principals in Consulting Subscale = 1984 Study

Survey Task
Student Assessment
Teacher Consultant
Parent Consultant
Referral Services

Table 55. Descriptive Statistics for Counselors in Consulting Subscale = 1984 Study

Survey Task
Teacher Consultant
Student Assessment
Parent Consultant
Referral Services

3.7.3 Descriptive Statistics for Principals in Consulting Subscale = 2008 / 1984 Study

Table 56 reports the mean and standard deviation for each counselor task that falls under the consulting subscale within the principal population from the 2008 study. Table 57 reports the rank, based on the mean, for each counselor task that falls under the consulting subscale within the principal population from the 1984 study. As explained in the Instrumentation section (2.9), the survey was broken up into four subscales: (a) counseling, (b) consulting, (c) coordinating, and (d) problem areas. This research question focuses on the consulting subscale. The researcher will determine if there is a significant difference between the rank, based on mean scores, from Pennsylvania principals and Kansas principals concerning four survey items. The survey items include: referral services, student assessment, teacher consultant, and parent consultant. Table 56 will include three columns. The first will list each task that falls under the consulting subscale. The second will report the mean score for that particular survey item and the final column will report the standard deviation for that particular survey item. Table 57 will include one column which will list the rank of each task that falls under the consulting subscale. As used in the other tables in chapter 3, the color blue will signify those survey items that represent the consulting subscale.

Table 56. Descriptive Statistics for Principals in Consulting Subscale = 2008 Study

Survey Task	Mean	Standard Deviation
Parent Consultant	4.27	.813
Referral Services	4.22	.733
Student Assessment	4.07	1.080
Teacher Consultant	3.63	1.079

Table 57. Descriptive Statistics for Principals in Consulting Subscale = 1984 Study

Survey Task
Student Assessment
Teacher Consultant
Parent Consultant
Referral Services

3.7.4 Descriptive Statistics for Counselors in Consulting Subscale = 2008/1984 Study

Table 58 reports the mean and standard deviation for each counselor task that falls under the consulting subscale within the counselor population from the 2008 study. Table 59 reports the rank, based of the mean, for each counselor task that falls under the consulting subscale within the counselor population from the 1984 study. As explained in the Instrumentation section (2.9), the survey includes four subscales: (a) counseling, (b) consulting, (c) coordinating, and (d) problem areas. This research question will focus on the consulting subscale. The researcher will determine if there is a significant difference between the rank, based on mean scores, from Pennsylvania counselors and Kansas counselors concerning four survey items. The survey items include: referral services, student assessment, teacher consultant, and parent consultant. Table 58 will include three columns. The first will list each task that falls under the consulting subscale. The second will report the mean score for that particular survey item and the final column will report the standard deviation for that particular survey item. Table 59 will include one column which will list the rank of each task that falls under the consulting subscale. As used in the other tables in chapter 3, the color blue will signify those survey items that represent the consulting subscale.

Table 58. Descriptive Statistics for Counselors in Consulting Subscale = 2008 Study

Survey Task	Mean	Standard Deviation
Parent Consultant	4.47	.612
Teacher Consultant	4.33	.765
Referral Services	4.19	.778
Student Assessment	3.64	1.111

Table 59. Descriptive Statistics for Counselors in Consulting Subscale = 1984 Study

Survey Task
Teacher Consultant
Student Assessment
Parent Consultant
Referral Services

3.7.5 Research Question 4 Analyzed

The following information will summarize the data that was generated from the surveys to answer research question four. First, the descriptive statistics from Pennsylvania principals and counselors for each of the four tasks connected to the consulting subscale on the 2008 Pennsylvania survey will be reviewed (see Tables 52 & 53). Second, the researcher will analyze the task rankings from principals and counselors for each of the four tasks connected to the consulting subscale on the 1984 Kansas survey (see Tables 54 & 55). Third, the researcher will analyze the task rankings connected to the consulting subscale for principals in the 2008 and 1984 study (see Tables 56 & 57). Finally, the researcher will analyze the task rankings connected to the consulting subscale for counselors in the 2008 and 1984 study (see Tables 58 & 59).

The researcher will analyze these ranks to indicate the degree of emphasis that principals and counselors place on the consulting subscale tasks within the survey. The similarities and differences between these rankings (from 2008 and 1984) will allow the

researcher to analyze the perceptions principals and counselors have when it comes to the roles and activities counselors should be engaging in within the consulting framework.

Results for descriptive statistics for principals and counselors in consulting subscale - 2008 survey.

After analyzing the data represented in tables 52 and 53, this researcher concludes that Pennsylvania principals and counselors in 2008 had considerable similarities in their rankings when it comes to counselor role functions under the consulting subscale. They identically agreed on parent consultant as being the most important task a counselor should be doing within a school system under this particular subscale. There is a ranking difference however when it comes to ranking referral services, student assessment, and teacher consultant. Principals ranked referral services second, student assessment third, and teacher consultant last. Counselors ranked teacher consultant second, referral services third, and student assessment last.

After more in depth analysis, the researcher concluded that there is a one ranking difference between referral services and student assessment and a two ranking difference between teacher consultant. Furthermore, a 2 x 4 repeated measure of variance indicated that there is a significant difference between principals and counselors when it comes to the rank of student assessment, and teacher consultant. Principals perceive that counselors perform student assessment duties more than counselors perceive themselves doing them and counselors perceive that they perform teacher consultant duties more than principals perceive counselors doing them (see Research Question 1).

Appendix P & Q, respectively, details the precise responses and percentages for the perceptions of principals and counselors when it comes to counselors functioning

within the consulting subscale – parent consultant, referral services, student assessment, and teacher consultant.

Results for descriptive statistics for principals and counselors in consulting subscale - 1984 survey.

After analyzing the data represented in tables 54 and 55, this researcher came to a conclusion that Kansas principals and counselors in 1984 had considerable similarities in their rankings when it comes to counselor role functions under the consulting subscale. They identically agreed on parent consultant and referral services as being the third and fourth ranked tasks within this subscale. There was a ranking difference however when it comes to ranking student assessment and teacher consultant. Principals ranked student assessment as most important on their survey whereas counselors ranked teacher consultant as being most important on their survey. The differences, however, between the two were not significant because Bonebrake & Borgers report that the statistical tests that were run on the consulting survey items returned no significant differences.

Results for descriptive statistics for principals from Pennsylvania and Kansas in consulting subscale – 2008 / 1984 surveys.

After analyzing the data represented in tables 56 & 57, this researcher came to a conclusion that Pennsylvania principals in 2008 and Kansas principals in 1984 had considerable differences in rankings when it comes to counselor role functions under the consulting subscale. There is not one survey task that both groups agreed upon in their rankings. There is, however, a ranking difference of two between all four of the consulting subscales: parent consultant, referral services, student assessment, and teacher consultant. Because this portion of Bonebrake & Borgers' baseline data no longer exists,

the researcher can not tell whether the difference within this particular subscale between Pennsylvania's principals and Kansas' principals is significant.

Results for descriptive statistics for counselors from Pennsylvania and Kansas in consulting subscale – 2008 / 1984 surveys.

After analyzing the data represented in tables 58 & 59, this researcher came to a conclusion that Pennsylvania counselors in 2008 and Kansas counselors in 1984 had considerable differences in rankings when it comes to counselor role functions under the consulting subscale. There is not one survey task that both groups agreed upon in their rankings. There is, however, a ranking difference of one between teacher consultant and referral services. Also there is a ranking difference of two between parent consultant, and student assessment. Because this portion of Bonebrake & Borgers' baseline data no longer exists, this researcher can not ascertain whether the difference within this particular subscale between Pennsylvania's counselors and Kansas' counselors is significant.

3.8 RESEARCH QUESTION 5

Will there be a significant difference between the mean scores for principals and counselors in their perceptions toward the importance of counselors coordinating (research, functioning as a building principal, career education, evaluation of the guidance program)? How will these results compare to Bonebrake & Borgers' (1984) study?

3.8.1 Descriptive Statistics for Coordinating Subscale in 2008 Study

Tables 60 and 61 report the mean and standard deviation for each counselor task that falls under the coordinating subscale within the principal and counselor populations respectively. As explained in the Instrumentation section (2.9), the survey four subscales: (a) counseling, (b) consulting, (c) coordinating, and (d) problem areas. This particular research question will focus on the coordinating subscale. The researcher will determine if there is was a significant difference between the mean scores for principals and counselors concerning four survey items. The survey items include: research, functioning as a building principal, career education, and evaluation of the guidance program. Each table will include three columns. The first will list each task that falls under the coordinating subscale. The second will report the mean score for that particular survey item and the final column will report the standard deviation for that particular survey item. As used in the other tables in chapter 3, the color purple will signify those survey items that represent the coordinating subscale.

Table 60. Descriptive Statistics for Principals in Coordinating Subscale = 2008 Study

Survey Task	Mean	Standard Deviation
Career Education	4.14	.843
Evaluation Of Guidance	3.46	1.172
Research	2.48	.929
Functioning As Principal	1.31	.562

Table 61. Descriptive Statistics for Counselors in Coordinating Subscale = 2008 Study

Survey Task	Mean	Standard Deviation
Career Education	3.77	.971
Evaluation Of Guidance	3.46	1.172
Research	2.37	.972
Functioning As Principal	1.63	.896

3.8.2 Descriptive Statistics for Coordinating Subscale in 1984 Study

Tables 62 and 63 report the rank based of the mean for each counselor task that falls under the coordinating subscale within the principal and counselor populations respectively. As explained in the Instrumentation section (2.9), the survey includes four subscales: (a) counseling, (b) consulting, (c) coordinating, and (d) problem areas. This particular research question will focus on the coordinating subscale. The researcher will determine if there is a significant difference between the mean scores for principals and counselors concerning four survey items. The survey items include: research, functioning as a building principal, career education, and evaluation of the guidance program. Each table will include one column which will list the rank of each task that falls under the coordinating subscale. As used in the other tables in chapter 3, the color purple will signify those survey items that represent the coordinating subscale.

Table 62. Descriptive Statistics for Principals in Coordinating Subscale = 1984 Study

Survey Task
Evaluation Of Guidance
Career Education
Research
Functioning As Principal

Table 63. Descriptive Statistics for Counselors in Coordinating Subscale = 1984 Study

Survey Task
Evaluation Of Guidance
Career Education
Research
Functioning As Principal

3.8.3 Descriptive Statistics for Principals in Coordinating Subscale = 2008 / 1984

Table 64 reports the mean and standard deviation for each counselor task that falls under the coordinating subscale within the principal population from the 2008 study. Table 65 reports the rank, based of the mean, for each counselor task that falls under the coordinating subscale within the principal population from the 1984 study. As explained in the Instrumentation section (2.9), the survey was broken up into four subscales: (a) counseling, (b) consulting, (c) coordinating, and (d) problem areas. This research question focuses on the coordinating subscale. The researcher will determine if there is a significant difference between the rank, based on mean scores, from Pennsylvania principals and Kansas principals concerning four survey items. The survey items include: research, functioning as a building principal, career education, and evaluation of the guidance program. Table 64 will include three columns. The first will list each task that falls under the coordinating subscale. The second will report the mean score for that particular survey item and the final column will report the standard deviation for that particular survey item. Table 65 will include one column which will list the rank of each task that falls under the coordinating subscale. As used in the other tables in chapter 3, the color purple will signify those survey items that represent the coordinating subscale.

Table 64. Descriptive Statistics for Principals in Coordinating Subscale = 2008 Study

Survey Task	Mean	Standard Deviation
Career Education	4.14	.843
Evaluation Of Guidance	3.46	1.172
Research	2.48	.929
Functioning As Principal	1.31	.562

Table 65. Descriptive Statistics for Principals in Coordinating Subscale = 1984 Study

Survey Task
Evaluation Of Guidance
Career Education
Research
Functioning As Principal

3.8.4 Descriptive Statistics for Counselors in Coordinating Subscale = 2008/1984

Table 66 reports the mean and standard deviation for each counselor task that falls under the coordinating subscale within the counselor population from the 2008 study. Table 67 reports the rank, based of the mean, for each counselor task that falls under the coordinating subscale within the counselor population from the 1984 study. As explained in the Instrumentation section (2.9), the survey includes four subscales: (a) counseling, (b) consulting, (c) coordinating, and (d) problem areas. This particular research question will focus on the coordinating subscale. The researcher will determine if there is a significant difference between the rank, based on mean scores, from Pennsylvania counselors and Kansas counselors concerning four survey items. The survey items include: research, functioning as a building principal, career education, and evaluation of the guidance program. Table 66 will include three columns. The first will list each task that falls under the coordinating subscale. The second will report the mean score for that particular survey item and the final column will report the standard deviation for that particular survey item. Table 67 will include one column which will list the rank of each task that falls under the coordinating subscale. As used in the other tables in chapter 3, the color purple will signify those survey items that represent the coordinating subscale.

Table 66. Descriptive Statistics for Counselors in Coordinating Subscale = 2008 Study

Survey Task	Mean	Standard Deviation
Career Education	3.77	.971
Evaluation Of Guidance	3.46	1.172
Research	2.37	.972
Functioning As Principal	1.63	.896

Table 67. Descriptive Statistics for Counselors in Coordinating Subscale = 1984 Study

Survey Task
Evaluation Of Guidance
Career Education
Research
Functioning As Principal

3.8.5 Research Question 5 Analyzed

The following information will summarize the data that was generated from the surveys to answer research question five. First, the researcher will analyze the descriptive statistics from Pennsylvania principals and counselors for each of the four tasks connected to the coordinating subscale on the 2008 Pennsylvania survey will be reviewed (see Tables 60 & 61). Second, the researcher will analyze the task rankings from principals and counselors for each of the four tasks connected to the coordinating subscale on the 1984 Kansas survey (see Tables 62 & 63). Third, the researcher will analyze the task rankings connected to the coordinating subscale for principals in the 2008 and 1984 study (see Tables 64 & 65). Finally, the researcher will analyze the task rankings connected to the coordinating subscale for counselors in the 2008 and 1984 study (see Tables 66 & 67).

The researcher will analyze these ranks to indicate the degree of emphasis that principals and counselors place on the coordinating subscale tasks within the survey. The

similarities and differences between these rankings (from 2008 and 1984) will allow the researcher to analyze the perceptions principals and counselors have when it comes to the roles and activities counselors should be engaging in within the coordinating framework.

Results for descriptive statistics for principals and counselors in coordinating subscale - 2008 survey.

After analyzing the data represented in tables 60 and 61, this researcher came to a conclusion that Pennsylvania principals and counselors in 2008 had identical rankings when it comes to the counselor's roles and functions under the coordinating subscale. Appendix R & S, respectively, details the precise responses and percentages for the perceptions of principals and counselors when it comes to counselors functioning within the coordinating subscale – career education, evaluation of guidance program, conducting research, and functioning as a building principal.

One important note to the reader, even though the rankings between principals and counselors were identical in this subscale, statistical tests show that there is a significant difference between the two populations when it comes to the perceptions of career education, evaluation of the guidance program, and functioning as a building principal. Principals perceive that counselors perform career education duties and evaluation of guidance duties more than counselors perceive themselves doing them. However, counselors perceive that they perform functions as a building principal more than principals perceive them doing these functions (see Research Question 1).

Results for descriptive statistics for principals and counselors in coordinating subscale - 1984 survey.

After analyzing the data represented in tables 62 and 63, this researcher came to a conclusion that Kansas principals and counselors in 1984 had identical rankings when it comes to the counselor's roles and functions under the coordinating subscale.

One important note to the reader, even though the rankings between principals and counselors were identical in this subscale, Bonebrake & Borgers' statistical tests show that there is a significant difference between the two populations when it comes to *conducting research*. Principals perceive that counselors perform research duties more than counselors perceive themselves doing these functions (see Research Question 1).

Results for descriptive statistics for principals from Pennsylvania and Kansas in coordinating subscale – 2008 / 1984 survey.

After analyzing the data represented in tables 64 and 65, this researcher came to a conclusion that Pennsylvania and Kansas principals had considerable similarities in their rankings when it comes to the counselor's roles and functions under the coordinating subscale. They identically agreed on research and functioning as a principal as being the third and fourth ranked tasks within this subscale. There is a difference, however, when it comes to ranking career education and evaluation of guidance program. Principals in Pennsylvania ranked career education as most important on their survey whereas principals in Kansas ranked evaluation of guidance program as being most important on their survey. Because this portion of Bonebrake & Borgers' baseline data no longer exists, the researcher can not determine whether the difference within this particular subscale between Pennsylvania's principals and Kansas' principals are significant.

Results for descriptive statistics for counselors from Pennsylvania and Kansas in coordinating subscale – 2008 / 1984 surveys.

After analyzing the data represented in tables 66 and 67, this researcher came to a conclusion that Pennsylvania and Kansas counselors had considerable similarities in their rankings when it comes to the counselor's roles and functions under the coordinating subscale. They identically agreed on research and functioning as a principal as being the third and fourth ranked tasks within this subset. There is a difference, however, when it comes to ranking career education and evaluation of guidance program. Counselors in Pennsylvania ranked career education as most important on their survey whereas counselors in Kansas ranked evaluation of guidance program as being most important on their survey. Because this portion of Bonebrake & Borgers' baseline data no longer exists, the researcher can not determine whether the difference within this particular subset between Pennsylvania's counselors and Kansas' counselors are significant.

3.9 RESEARCH QUESTION 6

Will there be a significant difference between the mean scores for principals and counselors in their perceptions toward the importance of counselors participating in problem areas (supervision of lunchroom, scheduling, administering disciplinary action, teaching non-guidance classes)? How will these results compare to Bonebrake & Borgers' (1984) study?

3.9.1 Descriptive Statistics for Problem Area Subscale in 2008 Study

Tables 68 and 69 report the mean and standard deviation for each counselor task that falls under the problem area subscale within the principal and counselor populations

respectively. As explained in the Instrumentation section (2.9), the survey includes four subscales: (a) counseling, (b) consulting, (c) coordinating, and (d) problem areas. This particular research question will focus on the problem area subset. The researcher will determine if there is a significant difference between the mean scores for principals and counselors concerning four survey items. The survey items include: supervision of lunchroom, scheduling, administering disciplinary action, and teaching non-guidance classes. Each table will include three columns. The first will list each task that falls under the problem area subscale. The second will report the mean score for that particular survey item and the final column will report the standard deviation for that particular survey item. As used in the other tables in chapter 3, the color red will signify those survey items that represent the problem area subscale.

Table 68. Descriptive Statistics for Principals in Problem Area Subscale = 2008 Study

Survey Task	Mean	Standard Deviation
Scheduling	3.86	1.336
Supervising Lunchroom	2.04	1.301
Teaching Non-Guidance Class	1.47	.631
Administering Discipline	1.29	.482

Table 69. Descriptive Statistics for Counselors in Problem Area Subscale = 2008 Study

Survey Task	Mean	Standard Deviation
Scheduling	4.11	1.221
Supervising Lunchroom	2.33	1.500
Teaching Non-Guidance Class	1.58	.872
Administering Discipline	1.58	.809

3.9.2 Descriptive Statistics for Problem Area Subscale in 1984 Study

Tables 68 and 69 report the rank based of the mean for each counselor task that falls under the problem area subscale within the principal and counselor populations

respectively. As explained in the Instrumentation section (2.9), the survey includes four subscales: (a) counseling, (b) consulting, (c) coordinating, and (d) problem areas. This particular research question will focus on the problem subscale. The researcher will determine if there is a significant difference between the mean scores for principals and counselors concerning four survey items. The survey items include: supervision of lunchroom, scheduling, administering disciplinary action, and teaching non-guidance classes. Each table will include one column which will list the rank of each task that falls under the problem area subscale. As used in the other tables in chapter 3, the color red will signify those survey items that represent the coordinating subscale.

Table 70. Descriptive Statistics for Principals in Problem Area Subscale = 1984 Study

Survey Task
Scheduling
Supervising Lunchroom
Administering Discipline
Teaching Non-Guidance Class

Table 71. Descriptive Statistics for Counselors in Problem Area Subscale = 1984 Study

Survey Task
Scheduling
Supervising Lunchroom
Administering Discipline
Teaching Non-Guidance Class

3.9.3 Descriptive Statistics for Principals in Problem Area Subscale = 2008 / 1984

Table 72 reports the mean and standard deviation for each counselor task that falls under the problem area subscale within the principal population from the 2008 study. Table 73 reports the rank, based of the mean, for each counselor task that falls under the problem area subscale within the principal population from the 1984 study. As explained in the

Instrumentation section (2.9), the survey includes four subscales: (a) counseling,(b) consulting, (c) coordinating, and (d) problem areas. This particular research question will focus on the problem area subscale. The researcher determine if there is a significant difference between the rank, based on mean scores, from Pennsylvania principals and Kansas principals concerning four survey items. The survey items include: supervision of lunchroom, scheduling, administering disciplinary action, and teaching non-guidance classes. Table 72 will include three columns. The first will list each task that falls under the problem area subscale. The second will report the mean score for that particular survey item and the final column will report the standard deviation for that particular survey item. Table 73 will include one column which will list the rank of each task that falls under the problem subscale. As used in the other tables in chapter 3, the color red will signify those survey items that represent the problem area subscale.

Table 72. Descriptive Statistics for Principals in Problem Area Subscale = 2008 Study

Survey Task	Mean	Standard Deviation
Scheduling	3.86	1.336
Supervising Lunchroom	2.04	1.301
Teaching Non-Guidance Class	1.47	.631
Administering Discipline	1.29	.482

Table 73. Descriptive Statistics for Principals in Problem Area Subscale = 1984 Study

Survey Task
Scheduling
Supervising Lunchroom
Administering Discipline
Teaching Non-Guidance Class

3.9.4 Descriptive Statistics for Counselors in Problem Area Subscale = 2008/1984

Table 74 reports the mean and standard deviation for each counselor task that falls under the problem area subscale within the counselor population from the 2008 study. Table 75 reports the rank, based of the mean, for each counselor task that falls under the problem area subscale within the counselor population from the 1984 study. As explained in the Instrumentation section (2.9), the survey includes four subscales: (a) counseling, (b) consulting, (c) coordinating, and (d) problem areas. This particular research question will focus on the problem area subscale. The researcher will determine if there is a significant difference between the rank, based on mean scores, from Pennsylvania counselors and Kansas counselors concerning four survey items. The survey items include: supervision of lunchroom, scheduling, administering disciplinary action, and teaching non-guidance classes. Table 74 will include three columns. The first will list each task that falls under the problem area subscale. The second will report the mean score for that particular survey item and the final column will report the standard deviation for that particular survey item. Table 75 will include one column which will list the rank of each task that falls under the problem area subscale. As used in the other tables in chapter 3, the color red will signify those survey items that represent the coordinating subscale.

Table 74. Descriptive Statistics for Counselors in Problem Area Subscale = 2008 Study

Survey Task	Mean	Standard Deviation
Scheduling	4.11	1.221
Supervising Lunchroom	2.33	1.500
Teaching Non-Guidance Class	1.58	.872
Administering Discipline	1.58	.809

Table 75. Descriptive Statistics for Counselors in Problem Area Subscale = 1984 Study

Survey Task
Scheduling
Supervising Lunchroom
Administering Discipline
Teaching Non-Guidance Class

3.9.5 Research Question 6 Analyzed

The following information will summarize the data that was generated from the surveys to answer research question six. First, the researcher will analyze the descriptive statistics from Pennsylvania principals and counselors for each of the four tasks connected to the problem area subscale on the 2008 Pennsylvania survey will be reviewed (see Tables 68 & 69). Second, the researcher will analyze the task rankings from principals and counselors for each of the four tasks connected to the problem area subscale on the 1984 Kansas survey (see Tables 70 & 71). Third, the researcher will analyze the task rankings connected to the problem area subscale for principals in the 2008 and 1984 study (see Tables 72 & 73). Finally, the researcher will analyze the task rankings connected to the problem area subscale for counselors in the 2008 and 1984 study (see Tables 74 & 75).

The researcher will analyze these ranks to indicate the degree of emphasis that principals and counselors place on the problem area subscale tasks within the survey. The similarities and differences between these rankings (from 2008 and 1984) will allow the researcher to analyze the perceptions principals and counselors have when it comes to the roles and activities counselors should be engaging in within the problem area framework.

Results for descriptive statistics for principals and counselors in problem area subscale - 2008 survey.

After analyzing the data represented in tables 68 and 69, this researcher came to a conclusion that Pennsylvania principals and counselors in 2008 had identical rankings when it comes to the counselor's roles and functions under the problem area subscale. Appendix T & U, respectively, details the precise responses and percentages for the perceptions of principals and counselors when it comes to counselors functioning within the problem area subscale – scheduling, supervising lunchroom, teaching non-guidance classes, and administering discipline.

One important note to the reader, even though the rankings between principals and counselors were identical in this subscale, statistical tests show that there is a significant difference between the two populations when it comes to the perception of *administering discipline*. Counselors perceive that they perform discipline duties more than principals perceive them doing so (see Research Question 1).

Results for descriptive statistics for principals and counselors in problem area subscale - 1984 survey.

After analyzing the data represented in tables 70 and 71, this researcher came to a conclusion that Kansas principals and counselors in 1984 had identical rankings when it comes to the counselor's roles and functions under the problem area subscale.

One important note to the reader, even though the rankings between principals and counselors were identical in this subscale, Bonebrake & Borgers' statistical tests show that there is a significant difference between the two populations when it comes to scheduling, supervision of lunchroom, and administering discipline. Principals perceive

that counselors perform all three of these duties more than counselors perceive themselves doing these functions (see Research Question 1).

Results for descriptive statistics for principals from Pennsylvania and Kansas in problem area subscale – 2008 / 1984 surveys.

After analyzing the data represented in tables 72 and 73, this researcher came to a conclusion that Pennsylvania and Kansas principals had considerable similarities in their rankings when it comes to the counselor's roles and functions under the problem area subscale. They identically agreed on scheduling and supervising lunchroom as being the first and second ranked tasks within this subset. There is a difference, however, when it comes to ranking teaching non-guidance classes and administering discipline. Principals in Pennsylvania ranked teaching non-guidance classes third on their survey whereas principals in Kansas ranked administering discipline third on their survey. Because this portion of Bonebrake & Borgers' baseline data no longer exists, the researcher can not determine whether the differences within this particular subscale between Pennsylvania's principals and Kansas' principals are significant.

Results for descriptive statistics for counselors from Pennsylvania and Kansas in problem area subscale – 2008 / 1984 surveys.

After analyzing the data represented in tables 74 and 75, this researcher came to a conclusion that Pennsylvania and Kansas counselors had considerable similarities in their rankings when it comes to the counselor's roles and functions under the problem area subscale. They identically agreed on scheduling and supervising lunchroom as being the first and second ranked tasks within this subscale. There is a difference, however, when it comes to ranking teaching non-guidance classes and administering discipline.

Counselors in Pennsylvania ranked teaching non-guidance classes third on their survey whereas principals in Kansas ranked administering discipline third on their survey. Because this portion of Bonebrake & Borgers' baseline data no longer exists, the researcher can not determine whether the differences within this particular subset between Pennsylvania's counselors and Kansas' counselors are significant.

3.10 RESEARCH QUESTION 7

Do counselors perform other functions that were not included on the survey? Are there new 21st century frameworks that counselors perform under that their 1984 counterparts did not entertain as part of their job function? If so, are these new job functions an extension of the age of accountability?

3.10.1 Descriptive Process for Section 4 of Survey in 2008 Study

Because this study replicates a study that occurred in 1984, one must concede that the original study was tailored to its time and place in American and educational history. Therefore, to make sure that the 309 principals and counselors surveyed in the state of Pennsylvania, in 2008, had an opportunity to add counselor functions that are relevant to the 21st century. The questions provided in section four of the survey (see Appendix C & D) asked the participants to list any additional functions counselors perform that were not included on the survey. If a participant chose to list any additional function(s), they were asked to indicate the frequency with which counselors should perform these function(s) (see Likert scale in Instrumentation 2.10).

A six-member panel of educational professionals was established to evaluate each response given by the participants of the study. The panel was comprised of three head principals and three secondary counselors who work in six different middle / junior high schools throughout Pennsylvania.

In order to create this panel, the researcher: (a) compiled an alphabetical list of all 500 school districts across the state of Pennsylvania, (b) assigned each school district a number; and (3) and entered each school district and their number into a computer. A computer software program was used in which a random number generator created a random list of all 500 school districts. Once the random list of school districts was generated, the researcher began to email each district to see if their middle/junior high principal or school counselor would be interested in participating on the panel. The participants on this panel were not necessarily part of the stratified random sample population that participated in the survey.

Each panel member was assured that their evaluations would remain anonymous and only summary data will be reported in the dissertation. Also, they were reminded that there were no foreseeable risks associated with participating on this panel and that there were no direct benefits for their participation. The six members on this panel represented a diverse cross section of Pennsylvania. School leaders from urban, suburban, and rural schools were represented. Employers from the second largest school district in Pennsylvania down to one of the smallest school districts were represented. Finally, schools that serve the entire socioeconomic spectrum in the state of Pennsylvania were represented on this panel.

The panels job was to analyze each response that was provided by the questions in section 4 of the survey and either place them into one of the 15 categories already created by Bonebrake and Borgers (1984) or create an additional category that would represent “new” functions of counselors in 2008. In order for a new category to be created, it had to be a unanimous decision by the panel.

3.10.2 Research Question 7 Analyzed

The panel evaluated 39 principal responses and 150 counselor responses. When the process ended, there were no new categories created for counselors in 2008. Every response was placed back into one of the 15 original survey items that was created by Bonebrake and Borgers in 1984. Appendix V and W lists all 189 responses and describes where they were placed within the original survey.

To further extrapolate this data, the author calculated the percentage to each subscale hoping to uncover proportional perceptions while participants completed section four of the survey. The following tables include three columns. The first provides the title of each subscale within this study. The second provides the frequency in which each participant entered a response within each one of the subscales and finally the last column provides a percentage for each response within a subscale. Table 76 details responses provided by Pennsylvania’s principals. Table 77 details responses provided by Pennsylvania’s counselors and table 78 provides responses by the entire population that completed section 4 of the survey.

Table 76. Responses Provided by Pennsylvania Principals = Section 4 of Survey

Survey Subscale	Frequency	Percentage
Counseling Item	5	15.6
Consulting Item	17	53.1
Coordinating Item	9	28.1
Problem Area Item	1	3.2

Table 77. Responses Provided by Pennsylvania Counselors = Section 4 of Survey

Survey Subscale	Frequency	Percentage
Counseling Item	11	15.1
Consulting Item	25	34.2
Coordinating Item	28	38.4
Problem Area Item	9	12.3

4.0 CONCLUSIONS

The following chart depicts how Chapter 4 will unfold. It is included to add clarity to the chapter's organization.

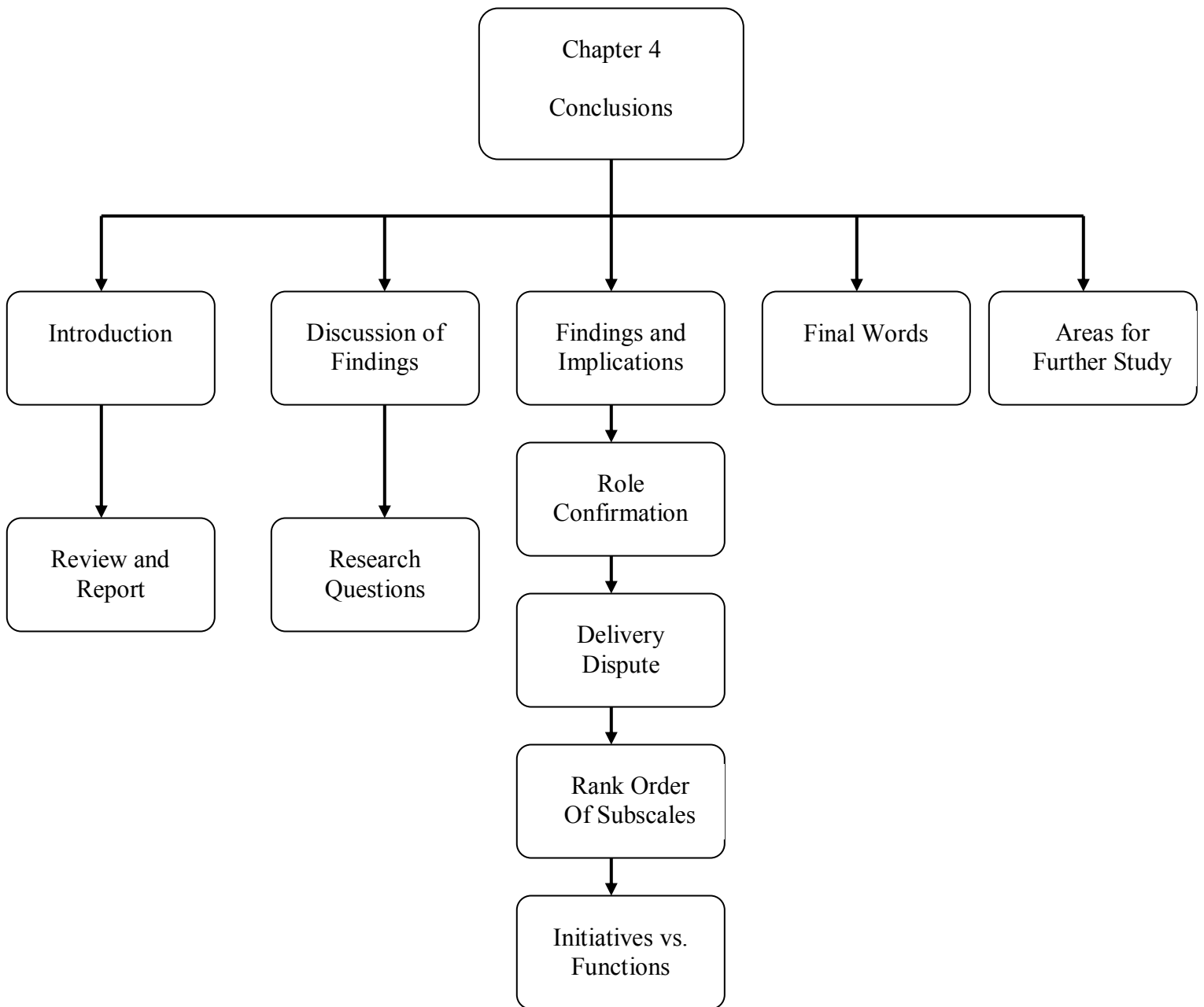


Figure 5. Chapter 4 Flow Chart

4.1 INTRODUCTION

This study's conceptual framework narrows the history, present situation, and future possibilities around perceptions, roles, and activities of the public school counselor. The first chapter detailed the events of American history, starting with the 17th century and ending in the 21st century, trying to measure the shifts in society and recording the impact these changes had on the counseling profession within the public school system. Close attention was paid to reform throughout the literature review since it seemed to be the mechanism for change. Also, as the research was being conducted, the theme of accountability emerged as the motivation surrounding each reform.

In the second chapter of this study, the researcher discussed and described his methodology framework. Keeping with the historic approach, which was established in chapter one, the researcher revisited the decade of the 1980's and focused on an important study created by Bonebrake and Borgers (1984). By replicating this study and using their data as a baseline, the researcher wanted to record any significant change in the perception of the role of the secondary school counselor through the responses of principals and counselors between 1984 and 2008. Therefore, the methodology selected for this study included a quantitative analysis of two populations that participated in the same survey: Kansas principals and counselors in 1984 and Pennsylvania principals and counselors in 2008. The research questions used for this study were identical to Bonebrake and Borgers' (1984) study. The total replication of Bonebrake and Borgers' (1984) study enabled the researcher to compare and contrast the perceptions of school counselors over the past 24 years.

Chapter 3 provided the reader with statistical analysis which revealed whether principals and counselors, working in Pennsylvania in 2008, agreed on what counselors should be doing in their school systems and if these perceptions were any different from the ones that were recorded in Kansas in 1984.

This chapter will guide the reader back to each research question in order to make connections through analysis. The data will be analyzed and discussed in a way so that the results from the 2008 and 1984 surveys will be able to provide summaries, conclusions, and predictions for perceptions, roles, and activities that secondary counselors have – are – and will be engaging in within public school systems.

The chapter will be constructed in a sequential order. It will open with a review and report of the researcher's 2008 study. Each of the seven hypothesizes (research questions) will be accepted or rejected. These results will be compared to Bonebrake & Borgers' 1984 study. The second portion of this study will discuss the findings of each hypothesis and compare and contrast those with Bonebrake & Borgers' 1984 study. The third component will discuss significant findings and implications for practice generated from the data and analysis of the research questions. The fourth section will draw conclusions from all the themes, tables, flow charts, statistical tests, and appendices in order to determine to what extent, if any, the age of accountability has informed the perceptions of principals and counselors concerning the field of secondary school counseling. The final entry to this chapter will list areas that other researchers can investigate concerning the information contained in this study.

4.2 REVIEW AND REPORT

4.2.1 *Hypothesizes Results for 2008 / 1984 Studies*

The following two tables will report on each hypothesis of the 2008 and 1984 study. It will provide whether each hypothesis was accepted or rejected

Table 78. Pennsylvania 2008 Survey Results

Hypothesis	Failed to Reject	Rejected
1. There would be no significant difference in the sum of ranks for counselors and principals.	X	
2. There would be no significant difference between the means for counselors and principals on the counselor tasks.		X
3. There would be no significant difference between the means for counselors and principals in their attitudes toward the importance of counseling.	X	
4. There would be no significant difference between the means for counselors and principals in their attitudes toward the importance of consulting.	X	
5. There would be no significant difference between the means for counselors and principals in their attitudes toward the importance of coordinating.	X	
6. There would be no significant difference between the means for counselors and principals in their attitudes toward the importance of problem areas.		X
7. There would be no new 21 st century frameworks that counselors perform under that their 1984 counterparts did not entertain as part of their job function?	X	

Table 79. Kansas 1984 Survey Results

Hypothesis	Failed to Reject	Rejected
1. There would be no significant difference in the sum of ranks for counselors and principals.	X	
2. There would be no significant difference between the means for counselors and principals on the counselor tasks.		X
3. There would be no significant difference between the means for counselors and principals in their attitudes toward the importance of counseling.	X	
4. There would be no significant difference between the means for counselors and principals in their attitudes toward the importance of consulting.	X	
5. There would be no significant difference between the means for counselors and principals in their attitudes toward the importance of coordinating.		X
6. There would be no significant difference between the means for counselors and principals in their attitudes toward the importance of problem areas.		X

4.2.2 Compare & Contrast Hypothesizes Results for 2008 / 1984 Studies

Closer examination of tables 78 and 79 reveal that principals and counselors in Pennsylvania and Kansas agree on five out of the six hypothesizes. The only difference in accepting or rejecting a hypothesis is with research question number 5. Principals and counselors in Pennsylvania seem to accept the perceptions, roles and activities of counselors spending time coordinating their school counseling program throughout their school system. Whereas, principals and counselors in Kansas have differing opinions on

the amount of time counselors should coordinate their school counseling program.

Further explanation of this will appear in the discussion of findings.

4.2.3 Review and Report Discussion

The agreement between principals and counselors from Pennsylvania (2008) and Kansas (1984) on five out of six hypothesizes shows the researcher that neither administrators, school counselors nor teachers can afford to work in a vacuum in an educational setting.

The world of education is a complex, interconnected system that requires its leaders and support staffs to work in collaboration. The accepting and/or rejecting of these

hypothesizes also show that collaboration between school administrators and school counselors did not just happen overnight. Over the last 24+ years it required both parties to educate and be educated about the other groups' perceptions, roles, and functions.

Senge (1990) writes:

At the heart of a learning organization is a shift of mind - from seeing ourselves as separate from the world to connected to the world, from seeing problems caused by someone or something 'out there' to seeing how our actions create the problems we experience. A learning organization is a place where people are continually discovering how they create their reality and how they can change it (p.12).

Learning the art of collaboration is an important component in the education of school counselors, administrators and teachers.

It is relatively clear that collaboration in the educational setting requires all who participate to develop an understanding of the paradigms within which each part of the whole must work. The classroom teacher must understand the paradigm of the school counselor. The school counselor must understand the standards within which the administrator must work, and the effective administrator must understand the paradigm of

not only the classroom teacher but the school counselor as well. Working together and supporting each other is becoming more important for school personnel to meet students' needs effectively.

Collaboration is about building relationships and creating an effective environment for learning. Collaboration helps in dealing with the complex needs of children and adolescents. Dimmit & House (2003) summarize: (a) collaborative efforts have more systemic power than individual efforts; (b) collaboration creates energy and common direction for change; and (c) collaboration creates common language about students and academic achievement. Thus, collaborative efforts can be more successfully implemented when all respective parties develop sensitivity to the paradigms under which each must operate. Sensitivity and understanding only comes through educating each other on the roles and strengths of their positions.

Tables 78 & 79 suggest that principals and counselors, in the states of Pennsylvania and Kansas, have taken a shared responsibility in making collaboration a cornerstone of their relationship. By valuing each other's roles and functions, they are each utilizing their unique training and skills to make their schools a successful learning organization.

4.3 DISCUSSION OF FINDINGS

4.3.1 Research Question 1

Will there be a significant difference in the sum of the ranks for principal and counselor perceptions concerning the role of the secondary counselor? How will these results compare to Bonebrake & Borgers' (1984) study?

4.3.2 Hypothesis results for research question 1.

The following two tables will report on the first hypothesis of the 2008 and 1984 study. It describes the tasks generated from the sum of the ranks, the subscale in which each task is categorized under, and the population (principal or counselor) that perceives that a school counselor should be accomplishing these particular roles and functions at a higher frequency compared to what their counterparts think.

Table 80. Statistically Significant Tasks and Perceptions on Four Subscales – 2008 Study

Survey Task	Survey Subscale	Population Perception
Functioning as Building Principal	Coordination Item	Counselor
Career Education	Coordination Item	Principal
Evaluation of Guidance Program	Coordination Item	Principal
Student Assessment	Consulting Item	Principal
Teacher Consultant	Consulting Item	Counselor
Classroom Guidance	Counseling Item	Principal
Administering Disciplinary Action	Problem Area Item	Counselor

Table 81. Statistically Significant Tasks and Perceptions on Two Subscales – 1984 Study

Survey Task	Survey Subscale	Population Perception
Supervision of Lunch	Problem Area Item	Principal
Scheduling	Problem Area Item	Principal
Administering Disciplinary Action	Problem Area Item	Principal
Conducting Research	Coordinating Item	Principal

4.3.3 Research question 1 discussion.

When analyzing tables 80 and 81, this researcher first studied the subscales that were represented for each statistically significant task. The tables suggest that in the 2008 study, Pennsylvania principals and counselors differed in the frequency of a task(s) in each of the four subscales. In the 1984 study, Kansas principals and counselors differed in the frequency of a task(s) in two of the four subscales. In essence, these studies confirm that all four subscales contain tasks that generate statistically significant differences amongst the participants (principals and counselors) when it comes to the perceived role(s) of the school counselor. This confirmation is not groundbreaking. The school counseling profession historically has lacked clarity of role and function, and school counselors have not always met the needs of all students for a variety of reasons (Aubrey, 1991; Ballard & Murgatroyd, 1999; Bemak, 2000; Borders & Drury, 1992; Feingold, 1991; Gysbers, 2001; Hart & Jacobi, 1992; Hatch, 2002; House & Hayes, 2002; House and Martin, 198; Paisley, 2001; Paisley & McMahon, 2001; Perusse, Goodnough, Donegan, & Jones, 2004; Perusse, Goodnough, & Noel, 2001; Wrenn 1965).

Today's schools face a unique set of demands. They are expected to provide an education in basic skills to a large, widely varying student population while at the same time preparing their graduates for a technologically sophisticated work force (Schlechty, 1997). Schools also are expected to compensate for the shifts in society that affect children and their families (Hodgkinson, 2003). Moreover, as a result of school busing and the significant increase in school size experienced in many regions of the country, schools now educate children in a more impersonal social context far removed from a student's family and community life (Goodlad, 1984; Ornstein, Behar-Horenstein, &

Pajak, 2003). Finally legislation such as No Child Left Behind has increased pressure on educators to raise academic achievement at all levels.

As a result of these demands, educators are rethinking their ideas about what needs to be done in schools and by whom (Schlechty, 1997; Sizer, 1992). Principals are being invited to rethink their roles concerning how they should lead their staff and how staff roles and relationships should be organized. Principals also are being challenged to rethink the boundaries of their school by developing school-based full service centers (Dryfoos, 1994) or by supporting the development of community coordinating teams of service providers (Adelman & Taylor, 2001) so as to give students greater access to mental health services. School counselors also are being asked to rethink their roles. Many writers have encouraged school counselors to see themselves as educational leaders, student advocates, and social change agents (American School Counselor Association, 2003; Clark & Stone, 2000; House & Martin, 1998; Stone & Clark, 2001) in addition to providing direct guidance and counseling services to students.

The second item the researcher focused on when analyzing tables 80 and 81 was the specific population that reported the statistically significant items at a higher frequency than their counterparts. The tables suggest that in the 2008 study, Pennsylvania principals scored four statistically significant survey items higher than counselors and counselors scored three statistically significant survey items higher than principals. In the 1984 study, Kansas principals scored four out of four significant survey items higher than counselors. The tables seem to allude to the fact that principals 73% of the time scored the survey items higher than counselors.

It is important to note this percentage because research has shown that the principal largely determines the roles and functions of the counselor within the school (Ribak-Rosenthal, 1994). Principals select and appoint counselors and direct their on-the-job training, which often helps define the counselors' functions (Beale & McCay, 2001; Kaplan & Evans, 1999). Moreover, many principals seem to hold a view of the proper role for school counselor that is different from that described in the standards of the counseling profession (Lampe, 1985; Murray, 1995).

According to Kaplan (1995):

Principals believe that counseling's purpose is to directly support and increase students' school learning and achievement. Principals want counselors to work with students, teachers, parents, and community resources to identify and remove obstacles to students' academic success. To many principals, individual and group counseling, educational planning, and student assessment are means that should contribute directly and empirically to improved classroom behavior and achievement (para. 6).

School counselors work closely with school principals. Both interact with students, teachers, parents, and the community across the entire school program. They have separate as well as shared responsibilities that make schools successful learning organizations. Studies (e.g. Cole, 1991; Moracco & Gray, 1983; Moracco, Butcke, and McEwen, 1984) suggest that conflict remains between principals and counselors when it comes to the appropriate roles and activities of secondary school counselors. Through reeducating, retraining, and reorganizing, principals and counselors continue to try to find common ground on where the school counselor fits within the ever changing educational landscape.

4.3.4 Research Question 2

Will there be a significant difference between the mean scores for principal and counselor responses concerning the perceptions of the 15 counselor tasks posed on the survey?

How will these results compare to Bonebrake & Borgers (1984) study?

4.3.5 Hypothesis results for research question 2.

Tables 42 and 43 reported on the second hypothesis of the 2008 and 1984 study. It provided task rankings generated from the mean scores from principal and counselor responses concerning the perceptions of the 15 counselor items posed on the survey?

4.3.6 Discussion on ranking of survey item – research.

When reevaluating tables 42 and 43, the researcher looked for patterns within each of the population's rankings (principals 2008/1984 and counselors 2008/1984) in order to draw conclusions. This method of analysis was selected because there is a research basis for comparing sum of the ranks established in the literature (Black, 2008; Bramley, Gill, & Black, 2008; Kolen, & Brennan, 2004; Wright, & Masters, 1982).

When evaluating all four populations, the researcher concluded that each population ranked the same five counselor items into the bottom third of the list. Although not in identical order, the following items were ranked between 11 and 15: research, functioning as principal, supervising the lunchroom, administering discipline, and teaching non-guidance classes. Of these items, two of the four subscales were represented coordinating and problem area. At this particular time, survey items research and administering discipline will be discussed.

The counselor item research was ranked 11th by the 2008 and 1984 participants. This ranking seems to be consistent with past literature concerning this role of the school

counselor. According to Allen (1992) school counselors have not effectively utilized research. A study of school counselor research as perceived by American School Counselor Association leaders (Deck, Cecil, & Cobia, 1990) revealed little real interest in research, a lack of understanding of the relevance of research to the practicing school counselor, but a willingness to accept research if done by someone else. Another research study by Hatch & Chen-Hayes (2008) found that the lowest rated items reflected in their school counselors' ratings included activities that used data for program planning and the use of data for accountability.

Many misunderstandings regarding the school counselor and research exist. These common myths seem to cause road blocks which impede the initiation of school counseling research. According to Allen, Gallagher, & Radd (1992) school counselors may believe that they do not have the knowledge and skills required to do research. Also, school counselors fear engaging their time and efforts in research activities which they do not consider as a job priority. Finally, a general lack of support, both in funding and administrative encouragement, for school based counseling research has persisted for many years. According to Marshall (2004) even school counselors in high achieving schools only spend an average of one and a half hours per week on research/professional development topics.

4.3.7 Discussion on ranking of survey item – administering discipline.

The counselor item administering discipline was ranked 15th by the 2008 stratified random sample population and 14th by the 1984 sample population. The cluster of these rankings may signify that principals and counselors, within these study populations, perceive that secondary school counselors should not be investing their time and effort

into disciplining adolescents who have fractured school rules and regulations. Kaplin (1995) states, “Counselors and principals sometimes define discipline differently. Counselors see discipline as student self-management.... While principals see discipline as assigning and enforcing the punishment for student misbehavior and assigning an appropriate consequence” (para. 17).

The counselor item administering discipline is such a significant subject that the American School Counselor Association (ASCA) wrote a position statement about this problem area (2007). According to the ASCA, the professional school counselor’s role in the disciplinary referral process must be clearly delineated and describe the ability and limits of the professional school counselor’s involvement in disciplinary action. The professional school counselor should be perceived by all as a neutral and resourceful consultant and mediator of those involved in the conflict. It is not the professional school counselor’s role to serve as an enforcement agent but rather contribute to the development of the prevention and intervention plans through which problem behaviors are managed and positive behaviors are nurtured.

Recent studies have reported congruent findings to support this study’s rank of counselor’s administering discipline. When asked about this particular topic in Dollarhide, Smith, and Lemberger’s (2007) qualitative study a principal responded, “As a principal, I make it a rule that school counselors are not disciplinarians, and I never have school counselors feel they have to fill that role” (para. 28). Also, Zalaquett (2005) reported that Florida’s principals ranked this particular survey item low priority on their counselors’ responsibilities list. In fact, Zalaquett’s study found that counselors spent less actual time disciplining students than the principals even perceived them doing so.

Research suggests that disruptive student behavior negatively affects the classroom and school climate (Elliot, 2004; Gottfredson & Gottfredson, 2001; Hernandez, 2004; Lapan, Gysbers & Sun, 1997). Contemporary discipline plans take a developmental approach and stress that students are responsible for controlling their own behavior. All professional staff members need to be actively committed and involved in the development, implementation and maintenance of an effective school-wide discipline plan, which has as its primary goal making schools safe and developing a respectful learning environment.

4.3.8 Discussion on ranking of survey item – individual counseling.

The counselor item individual counseling was ranked 1st by all four populations. This ranking seems to be consistent with past literature concerning this particular role of the school counselor. In studies by Tennyson, Miller, Skovolt, and Williams (1989) and Wilgus and Shelly (1988), secondary school counselors estimated that they were more frequently engaged in counseling than in any other activities, accounting for 48% of the counselors' time. Partin (1993) reported 210 elementary, middle/junior high, and secondary counselors, from the state of Ohio, devoted 52% of their time engaged in individual counseling.

Comprehensive school counseling programs consist of a wide range of services to address students', parents', and teachers' needs. According to Schmidt (2003') "Individual counseling is the essential service that creates the structure of the counseling program" (p. 135). "Individual counseling is popular in the schools for many reasons" (Myrick, p. 142). First, most school organizations are structured around classes and classroom teachers. Teachers are more inclined to release one student at a time from

their classes because it is less disruptive of their classroom routines. Second, individual counseling is easier to schedule than other interventions and may seem more practical. Finally, many school counselors acquired a preference for individual counseling through their graduate studies in counselor education and seem to start with that kind of counselor intervention with students. Subsequently, it is the most frequently used counselor intervention (e.g., Peer 1985; Wiggins & Mickle-Askin, 1980).

It seems that there was an agreement between the four populations that the perceptions among principals and counselors are that secondary school counselors invest the majority of their time participating in individual counseling. Therefore, it is a valid job function and probably will be a unique and important part of the counselor's role.

4.3.9 Discussion on ranking of rest of survey items.

As mentioned earlier in 3.5.3, there were considerable similarities in the rankings between principals and counselors in the 2008 study and the 1984 study. These results seem to align with past studies on this particular subject area. In comparing counselors', teachers', and principals' ratings of ideal and actual roles of counselors, Suzan (1979) found that principals had little inconsistency between the counselors' actual and ideal activities neither Saeedpour (1986) nor Partin (1990) found no significant differences between principals and counselors on either ideal or actual counselor roles. It seems with these results that principals and counselors over the past two decades have begun to find common ground on the appropriate roles and activities that counselors should be engaging in regardless of the world, national, or educational landscape.

4.3.10 Research Question 3

Will there be a significant difference between the mean scores for principals and counselors in their perceptions toward the importance of counselors counseling (group counseling, individual counseling, classroom counseling)? How will these results compare to Bonebrake & Borgers' (1984) study?

4.3.11 Hypothesis results for research question 3.

Tables 44 through 51 and appendices N, O, X, and Y report on the third hypothesis. Also, table 83 reports on the total means for the counseling subscale from the 2008 and 1984 study. These tables and appendices will report on the perceptions principals and counselors have toward the importance of counselors counseling.

Table 82. Total Means for Counseling Subscale = 2008 / 1984 Studies

Subscale	Mean = 2008 Study	Mean = 1984
Counseling	3.72	4.17

4.3.12 Research question 3 discussion.

When reviewing tables 44 through 51, this researcher uncovered that the ranking of the survey items under the counseling subscale were identical for the 2008 population as well as the principals that participated in the survey in 1984. The identical rankings included: (a) individual counseling (b) classroom counseling and (c) group counseling.

The results of these rankings seem to be in agreement with a recent study that focused on the counseling subscale. Amatea and Clark (2005) revealed that one third of her respondents strongly believed that the counselor's primary role should be that of providing direct services to students through counseling. Specifically, her participants

spoke of a hierarchical order of services that included: (a) individual counseling (b) classroom counseling and (c) group counseling.

There was a discrepancy, however, between survey items classroom counseling and group counseling. As reported in 3.6.5, even though the rankings between principals and counselors were identical, in 2008, there was a statistical significance ($P = .03$). Also, counselors in 2008 ranked classroom counseling second whereas counselors in 1984 ranked it third.

4.3.13 Discussion on ranking of survey item – classroom counseling.

Upon reviewing this information, this researcher concluded that principals and counselors have considerable agreement on the order of importance when it comes to counselor's investing their time and energy within the counseling subscale. However, it does appear that principals perceive that counselors perform classroom counseling more than counselors perceive themselves performing these functions. Chata & Loesch (2007) report that future school principals believe that a counselor should engage in counseling students individually for 10 hours a week and large group (classroom) counseling on the average of six hours per week. Finally they state that school counselors should engage on the average of 3 hours per week counseling students in small groups.

In defense of the Kansas counselors who ranked classroom counseling third, Schmidt reports that classroom counseling has been ignored in the secondary schools. The infrequent use of large group guidance in the secondary schools has been blamed on lack of teacher cooperation, lack of space, and the difficulty of organizing large group meetings. Myrack (1993) adds, "The problem, however, seems more related to crisis,

instead of developmental approaches. Far too many counselors are uncomfortable with large groups and unprepared to work with them” (p. 242).

4.3.14 Discussion on ranking of survey item – group counseling.

Group counseling was ranked last out of the three survey items under the counseling subscale by the principals and counselors in 2008 as well as the principals that participated in the survey in 1984. This suggests that the majority of the populations that participated in these surveys believe that less time and energy should be spent counseling students in small groups. Steen, Bauman, and Smith (2007) seem to support this claim. In their study 78% of their participants noted a low level of support for group counseling. Several major themes were identified for why group counseling is rarely used within the public school system. The most important influence on whether school counselors provide small group counseling to their students is time availability. This finding is consistent with that of Dansby (1996), who found that lack of time was the major obstacle to implementation of small group counseling in schools. Other obstacles include: value of groups; support from administration, teachers, and parents; confidentiality issues; and types of groups. Results from this study indicate that the degree of support from administrators, teachers, and parents plays an important role in the decision-making process of the school counselor.

4.3.15 Discussion on ranking of counseling subscale.

Finally, after reviewing the data in table 83, this researcher concluded that both populations in each study ranked the counseling subscale second most important out of the four. The population in the 2008 study ranked the items in this subscale in the upper

quartile of occasionally whereas the 1984 population ranked it even higher with a frequently on the Likert Scale.

Myrick (1993) states:

When most people think of school counseling, they think of two people sitting across from one another and talking about a personal matter. The counselor is settled back, relaxed, and listening attentively as the counselee describes a personal event. After a time, the counselor offers interpretations, insights, advice, and encouragement as the counselee reflects and considers their meaning. It is a scene of two individuals – one a professional – working together to discover causes and solutions to problems (p. 141).

Principals and counselors perceive, regardless of the decade or educational landscape, that secondary school counselors should be spending time with students engaged in counseling (individual, classroom, and group).

4.3.16 Research Question 4

Will there be a significant difference between the mean scores for principals and counselors in their perceptions toward the importance of counselors consulting (referral services, student assessment, teacher consultant, parent consultant)? How will these results compare to Bonebrake & Borgers (1984) study?

4.3.17 Hypothesis results for research question 4.

Tables 52 through 59 and appendices P, Q, X, and Y report on the fourth hypothesis. Also, table 84 reports total means for the consulting subscale from the 2008 and 1984 studies. These tables and appendices will report on the perceptions principals and counselors have toward the importance of counselors consulting.

Table 83. Total Means for Consulting Subscale = 2008 / 1984 Studies

Subscale	Mean = 2008 Study	Mean = 1984
Consulting	4.12	4.22

4.3.18 Research question 4 discussion.

When reviewing tables 52 through 59, this researcher uncovered that the ranking of the survey items under the consulting subscale were considerably different for the populations who participated in these surveys.

Historically, consultation has been a function within the school counselor's role from the time it was viewed as an ancillary role consisting of guidance services (Baker, 1981) to the present emphasis on professional school counseling programs that are "comprehensive in scope, preventive in design and developmental in nature" (American School Counseling Association, 2005, p.13). Myrick (1993) believes that consultation is a valuable counselor intervention.

4.3.19 Discussion on ranking of survey item – parent consultant.

Although it has already been reported that there is considerable differences in the rankings of survey items within the consulting subscale, tables 52 and 53 confirm that principals and counselors, in 2008, did agree that the most important survey item under this particular subscale is parent consultant. Zalaquett (2005) seems to agree with the placement of this ranking since in his study Florida principals ranked it as a high priority on their counselor's responsibility list.

According to Schmidt (2003), this type of service can be categorized as instructional consultation. When school counselors use their consulting skills and instruct parents in various aspects of child development, adolescent behavior, and communication skills, they provide indirect services to a larger number of students. As parents become more knowledgeable and skilled, they create beneficial relationships with their children and optimal home environments or learning. For this reason, these types of

functions for school counselors are essential in comprehensive programs. Davis (2006) adds having a positive relationship with parents can enhance the availability and quality of counseling services to students.

Approximately one third of Amatea and Clark's (2005) respondents reported that they expected their school counselor to function primarily as a case consultant to individual teachers, administrators, and especially parents. When a principal was asked about the importance of a school counselor functioning in the consultation role he noted:

"I expect the counselor to be concerned with the whole child, and help everyone involved see the needs of the whole child – academic, social, and family. The counselor's role should be to help teachers and parents help the child (para. 35).

4.3.20 Discussion on ranking of survey item – student assessment.

The other items within the consulting subscale show discrepancies between the populations that participated in these studies. Principals in the 1984 study ranked student assessment first. Also, there was a statistically significant difference between principals and counselors in the 2008 study when it comes to this survey item. Principals perceived counselors engaged in student assessment services more than counselors perceived themselves doing so.

Amatea and Clark's (2005) study seems to suggest an agreement with this perception. Her group of principals expected that the counselor would work in close coordination with other school staff in formulating a program of services that were not just in response to individual student needs. Hence they expected their counselors to work in a closely coordinated fashion with them and their teaching staff to improve services for students. Thus, the counselor was expected to serve as an inside program consultant as well as an active working partner.

4.3.21 Discussion on ranking of survey item – teacher consultant.

Counselors in the 1984 study ranked teacher consultant first. The difference between principals and counselors in the 2008 data is significant (.000). Counselors perceived they engaged in teacher consultant services more than principal's perceived them doing so. This finding seems to agree with other studies that were focused on the consulting subscale. Partin (1993) as well as Wilgus and Shelly (1988) found that 12% of a counselor's time is spent consulting teachers on various issues. Counselors can serve as a collaborator, colleague, and ally for teachers. Counselors can use solution-oriented consultation to help teachers not only function better but also improve attitude and reduce stress (Pelsma, 2000).

4.3.22 Discussion on ranking of consulting subscale.

Finally, after reviewing the data in table 84, this researcher concluded that both populations in each study ranked the consulting subscale the most important out of the four. Both populations ranked the mean of the four survey items within this subscale as a Frequently on the Likert Scale. This conclusion is somewhat different from studies in the recent past. Some studies that reported on the perceptions and roles of the school counselor found that the counseling subscale was most important and the consulting subscale was second most important (Chata & Loesch, 2007; Marshall, 2004; Partin, 1993; Zalaquett, 2005).

School counselor consultation is a complex rather than simple process. It requires the school counselor to be competent, devoted, and collaborative to the process. It places school counselors in leadership relationships with colleagues and other professionals. Finally and most importantly, consultation efforts will more often than not contribute to

helping students succeed academically and helping to achieve the school system's school improvement goals. It is quite clear after looking at the data presented in this study that principals and counselors both in Pennsylvania and Kansas believe that consultation is where counselors should spend most of their time, energy, and effort.

4.3.23 Research Question 5

Will there be a significant difference between the mean scores for principals and counselors in their perceptions toward the importance of counselors coordinating (research, functioning as a building principal, career education, evaluation of the guidance program)? How will these results compare to Bonebrake & Borgers (1984) study?

4.3.24 Hypothesis results for research question 5.

Tables 60 through 67 and appendices R, S, X, and Y report on the fifth hypothesis. Also, table 85 reports on the total means for the coordinating subscale from the 2008 and 1984 study. These tables and appendices will report on the perceptions principals and counselors have toward the importance of counselors coordinating.

Table 84. Total Means for Coordinating Subscale = 2008 / 1984 Studies

Subscale	Mean = 2008 Study	Mean = 1984
Coordinating	2.75	3.70

4.3.25 Research question 5 discussion.

When reviewing tables 60 through 67, this researcher uncovered that the ranking of the survey items under the coordinating subscale were considerably similar for each population who participated in these surveys. There were identical rankings between Pennsylvania principals and counselors within this subscale. There were also identical

rankings between Kansas principals and counselors within this subscale. The only difference between the 2008 ranking and the 1984 ranking was the order for the first and second item. The population in Pennsylvania ranked career education first and evaluation of the guidance department second. The Kansas population ranked evaluation of guidance department first and career education second.

4.3.26 Discussion on ranking of survey item – career education.

These results seem to support and reflect back on the information reported in Chapter 1. In 1.10 this author reported on the ebb and flow of educational events that occurred in the 2000's. The emphasis of this reporting focused on the No Child Left Behind Act (NCLB) of 2001. In response to NCLB, the American School Counseling Association (ASCA) created their national model for school counseling programs, released in 2003 and revised in 2005. Within this national model, there are national standards for career development. The three standards include: (a) students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed decisions; (b) students will employ strategies to achieve future career goals with success and satisfaction, and (c) students will understand the relationship between personal qualities, education, training, and the world of work (p. 33).

To further support the link between career education and NCLB Carey (2003), concluded as students understand themselves, explore the world around them and establish goals for their futures, they begin to see why an education is important. They no longer attend school simply to receive a diploma or avoid truancy. Instead, students understand the connection between success in school today and success in their careers tomorrow. Finally, Amatea and Clark's principals reported, "Counselors need to go into

classrooms, make classroom career guidance presentations, be available for advising and mentoring, and help students with post-high school plans (para. 40). In a similar vein, another administrator said, “The counselor needs to be in classrooms and give needed information on graduation requirements, scholarships, jobs, and life skills (para. 41).

4.3.27 Discussion on ranking of survey item – evaluation of guidance department.

As mentioned above, the Kansas population ranked evaluation of guidance department first and career education second. These results also seem to support and reflect back on the information reported in Chapter 1. In 1.8 this author reported on the ever-changing educational events that occurred in the 1980’s. The emphasis of this reporting focused on the A Nation At Risk movement. In response to the activity spurred by the results of this study, the American Counseling Association (ACA) and the American School Counseling Association (ASCA) created task forces that studied and set guidelines for ethical codes, licensure, accreditation, and role definition of school counselors. Also a new role change emphasized the need for counselors to continue to adapt to social changes and to engage in frequent re-evaluation of the guidance program.

To further explore the importance of counselors evaluating their programs, Hatch and Chen-Hayes (2008) sampled 1, 279 counselors to assess their beliefs about necessary components that need evaluating in a school-counseling program. The data from this study revealed activities like mission, goals, competencies, administrator support, and accountability should to be evaluated on a yearly basis.

4.3.28 Discussion on ranking of survey item – functioning as a principal.

The other two items under the coordinating subset were ranked identical in both the 2008 and the 1984 populations. Research was ranked third and functioning as a principal was

ranked fourth. Because the survey item research was discussed in 4.3.6, the researcher will focus on the fourth ranked item. Even though functioning as a principal was ranked fourth by both populations, there was a statistically significant difference ($p = .008$) between principals and counselors in 2008. Counselors perceive that they function in this capacity more than principals believe that they do. Recent studies seem to agree with this conclusion. In examining roles of school counselors, a 1998 study involving middle school counselors suggested that principals tended to view counselors as administrators (Remley & Albright, 1998). Partin (1993) reported in his study that secondary school counselors reported spending an average of 17.25% of their day on administrative activities. Even one fourth of Amatea and Clark's (2005) participants characterized the work of their school counselor primarily as a member of the administrative team whom they expected to fulfill administrative needs and goals.

Even though other studies are very clear in their results, this study's population ranked functioning as a principal last in the coordinating subscale. This according to other studies is not a surprise. In Zalaquett's (2005) study, administrative duties ranked 14th out of 19 items. Another study of elementary and high school counselors and principals indicated that principals and counselors rated the American School Counselor Association's National Standards in similar ways, but more than 80% of the high school principals identified administrative tasks as appropriate (Perusse, Goodnough, Donegan, & Jones, 2004).

4.3.29 Discussion on ranking of coordinating subscale.

Finally, after reviewing the data in table 85, this researcher concluded that both populations in each study ranked the coordinating subscale third most important out of

the four. The population in the 2008 study ranked the mean of the items within this subscale in the upper quartile of Rarely whereas the 1984 population ranked it even higher within the upper quartile of Occasionally on the Likert Scale.

In summary Myrick (1993) reports:

The counselor as guidance coordinator is a common role in most schools. While not always a highly visible function, it is a routine part of a counselor's work. Like consultation, coordination is an indirect service to students. It must be approached cautiously, because, without some restraint, it can almost totally consume a counselor's time (p. 297).

4.3.30 Research Question 6

Will there be a significant difference between the mean scores for principals and counselors in their perceptions toward the importance of counselors participating in problem areas (supervision of lunchroom, scheduling, administering disciplinary action, teaching non-guidance classes)? How will these results compare to Bonebrake & Borgers (1984) study?

4.3.31 Hypothesis results for research question 6.

Tables 68 through 75 and appendices T, U, X, and Y report on the sixth hypothesis. Also, table 86 reports on the total means for the coordinating subscale from the 2008 and 1984 study. These tables and appendices will report on the perceptions principals and counselors have toward the importance of counselors working in the problem areas.

Table 85. Total Means for Problem Area Subscale = 2008 / 1984 Studies

Subscale	Mean = 2008 Study	Mean = 1984
Problem Area	2.33	2.85

4.3.32 Research question 6 discussion.

When reviewing tables 68 through 75, this researcher uncovered that the ranking of the survey items under the problem area subscale were considerably similar for each population who participated in these surveys. There were identical rankings between Pennsylvania principals and counselors within this subscale. There were also identical rankings between Kansas principals and counselors within this subscale. The only difference between the 2008 ranking and the 1984 ranking was the order for the third and fourth item. The population in Pennsylvania ranked teaching non-guidance classes third and administering discipline fourth. The Kansas population ranked administering discipline third and teaching non-guidance classes fourth.

4.3.33 Discussion on ranking of survey item – scheduling.

It is not surprising that both populations ranked scheduling first in this subscale. This survey item has been hotly debated over the past few decades. For example, Kaplan (1995) and Sutton and Fall (1995) found that most school counselors view themselves as misused by being assigned to, and therefore overly involved in, non-counseling duties such as scheduling. The American School Counselor Association (ASCA) is quite clear in their National Model when it comes to scheduling. They report that the function of building the school's master schedule is clearly an administrative role .”School counselors need to participate as consultants and experts in the process, but when they are required to carry the bulk of the responsibility in this area, their ability to provide school counseling services for students is diminished” (p. 57).

Even though counseling organizations, experts in the field, and practicing counselors have alerted stakeholders in public education about the detriment *scheduling*

has on the school counselor they seem to have been executing this function over the last several decades. For example, Partin (1993) reports that 15% of a counselor's day is spent on scheduling. Chata & Loesch (2007) report that counselors spend 5 hours per week involved in scheduling activities. In another study, high school counselors surveyed claimed they spent more time scheduling than any other function (Tennyson, Miller, Skovholt, & Williams, (1989). Even principals accept or attach this role to school counselors. Perusse, Goodnough, Donegan, and Jones (2004) found that more than 80% of the participating principals in their study identified scheduling as an appropriate activity for school counselors even though they had the knowledge that this activity was not endorsed as appropriate by the ASCA. Finally, Amatea and Clark (2005) found that one fourth of their principal participants relied on counselors to perform duties to produce the master schedule for each school year. It is clear from this study that both principals and counselors perceive that scheduling is a problem but it does not seem that they have not yet found a viable solution.

4.3.34 Discussion on ranking of survey item – supervising lunch (other duties).

Once again, both populations ranked supervising lunchroom and other duties second in this subscale. This survey item, like scheduling, has been discussed and debated over the past few decades. One of Amatea and Clark's principals states, "I see my counselor as a 'pinch hitter' as a disciplinarian, substitute teacher, lunchroom supervisor, or bus duty representative when necessary" (para. 41). Other authors like Fitch & Marshall (2004) have reported that counselors spend 7.87 hours per week fulfilling non-guidance school duties.

Once again the American School Counselor Association explores this issue in their National Model. They report “although school counselors should be involved in many aspects of students’ education, certain non-school-counseling tasks should be eliminated or reassigned so school counselors can use their skills and knowledge to focus on students’ needs” (p. 57).

When looking at this particular survey item, and all the others that are under this subscale, it is easy to see why Bonbrake and Borgers (1984) called this segment of the survey problem areas. It seems that these items are necessary evils in the public school system and some administrators have not yet found a way to fill these functions without using the school counselor.

4.3.35 Discussion on ranking of survey item – teaching non-guidance classes.

The last two items under the problem area subset were ranked opposite in both the 2008 and the 1984 populations. Administering discipline was ranked last in the Pennsylvania population and teaching non-guidance classes was ranked last in the Kansas population. Because the survey item administering discipline was already discussed in 4.3.7, the researcher will focus on the survey item teaching non-guidance classes. Even though the participants of both studies ranked teaching non-guidance classes either 13th, 14th, or 15th out of 15 survey items, there still seems to be some friction over this function. One of Amatea and Clark’s middle school principals states, “I expect the counselor to be a team player. They should chip in and help out with extra duties like supervising the lunchroom or to substitute teach when necessary” (para. 40). Other authors like Partin (1993) report that counselors believe that substitute-teaching duties is a significant time robber from their counseling functions.

Once again the American School Counselor Association explores this issue in their National Model. They report school counselors understand the need to assist when emergencies arise and classrooms need coverage. Problems arise when school counselors are regularly first in line to cover classes. This is an inappropriate use of counselors' time and skills (American School Counselor Association 2005).

It seems that there is an agreement between the populations that counselors teaching non-guidance classes is not the best practice for counselors. However, it seems that this practice continues to go on without a final solution.

4.3.36 Discussion on ranking of problem area subscale.

Finally, after reviewing the data in table 86, this researcher concluded that both populations in each study ranked the problem area subscale last out of the four. Both populations ranked these survey items in the Rarely category on the Likert Scale. The population in the 2008 ranked them in the lower quartile whereas the 1984 population ranked it the upper quartile.

In summary Partin (1993) reports, "School officials must be persuaded that the school's resources are best used and students best served when counselors' time is safeguarded from clerical, administrative, and menial duties and preserved for those professional functions for which they have specialized training (para. 23).

4.3.37 Research Question 7

Do counselors perform other functions that were not included on the survey? Are there new 21st century frameworks that counselors perform under that their 1984 counterparts did not entertain as part of their job function? If so, are these new job functions an extension of the age of accountability?

4.3.38 Hypothesis results for research question 7.

Tables 76 and 77 and Appendices V and W report on the seventh hypothesis. Also, table 87 reports on the total number of responses from the open-ended question that appeared in the 2008 study. These tables and appendices will report if any new job functions have occurred for the counselor in the 21st century.

Table 86. Total Responses for Open-Ended Survey Question = 2008 Study

Population	Consulting	Coordinating	Counseling	Problem Area
Principals	17	9	5	1
Counselors	25	28	11	9
Total Percentages	40%	35%	15%	10%

4.3.39 Research question 7 discussion.

After reviewing tables 76 and 77 and appendices V and W, this researcher concluded that the counselors in 2008 did not participate any new functions compared to the counselors in 1984. All of the responses generated from the open-ended question in section four of the survey were placed back into in one of the 15 survey items that originally appeared in the 1984 study by the six-member panel of educational professionals who volunteered to evaluate each response.

4.3.40 Discussion on consulting subscale from open-ended question.

After evaluating the information in table 87, this researcher concluded that the principals and counselors that chose to respond to the open-ended question listed the majority of their functions within the consulting subscale. This conclusion seems to agree with the information that was presented in tables 83 through 86. When tallying all

of this information, each population agreed that counselors' consulting is the most important out of the four subscales.

Historically, consultation has been a function within the school counselor's role from the time it was viewed as an ancillary role consisting of "guidance" services (Baker, 1981) to the present emphasis on professional school counseling programs that are "comprehensive in scope, prevention in design and developmental in nature" (ASCA, 2005, p. 13). Referring to the process of school counselor consulting, Baker and Gerler (2008) pointed out that consultees are drawn naturally to professional school counselors for assistance. Their being drawn to school counselors for consultation is caused by a myriad of challenges that prospective consultees encounter in school settings and by the availability and perceived expertise of their counselor. Chief among those who may become consultees in the school counselor consulting process are teachers, parents/guardians, administrators, and students.

In the American School Counselor Association's National Model, consultation is presented as a responsive service within the delivery system component of the framework: "Counselors consult with parents or guardians, teachers, other educators, and community agencies regarding strategies to help students and families. School counselors serve as student advocates" (p.42). Within the system support aspect of the delivery system component, consultation is associated with collaboration and learning: "Through consultation, partnering, collaborating and teaming, school counselors provide important contributions to the school system" (p. 43).

According to Lieberman (1992) and Newmann (1993) school in the new millennium will need to restructure themselves as learning communities if they are to

educate the kind of citizen who will be needed in this evolving future society. Learning how to become effective collaborators with teachers, administrators, staff, students, parents, and community leaders seems to be a necessary skill for counselors over the past 24 years. As Campbell and Dahir (1997) noted, “The school counselor is not the counseling program. The school counselor and the school counseling program use a collaborative model as their foundation” (p. 9). In doing so, the counselor works with, rather than for, other professionals in the school to develop and implement responsive educational programs that support achievement of identified goals for all students.

4.3.41 Discussion on survey item student assessment from open-ended question.

When this researcher analyzed the open-ended responses concerning the consultation subset and what survey items the six member panel inserted them back into, he came to a realization that 21% of the total items listed in section four of the survey were placed back into the student assessment category.

Research on effective schools support the importance attached to the building of strong supportive relationships between students and caring teachers (Ladson-Billings, 1994); Schaps, Battistich, & Solomon, 1997; Wentzel, 1999). As one of the primary caregivers in the school, counselors are ideally prepared and, as educational leaders, are ideally situated to serve as advocates for all students in meeting high standards. This advocacy role for school counselors is currently supported by professional counseling organizations that identify advocating for students as a necessary and critical component of success in schools (Dahir, et al., 1998).

What does these student assessment perceptions mean for how counselors work in schools? It may mean that are beginning to believe and behave as if they expect all

students to achieve at a high level. Counselors may be working proactively to remove barriers to learning by teaching students how to help themselves via improved organizational skills, study skills, and test taking skills. They also may be teaching students and their families how to access support systems for academic success by informing students and parents about tutoring and academic enrichment opportunities for their children.

Student assessment today seems to mean more than tracking grades and GPA's; organizing, coordinating, administering, and housing state assessment tests; or creating and distributing progress reports and/or failure lists. It means all school employees working together as one to ensure high academic achievement for every student who enrolls into a public school.

4.4 SIGNIFICANT FINDINGS AND IMPLICATIONS FOR PRACTICE

4.4.1 Role Confirmation

Although it was reported earlier in 4.3.3 that the school counseling profession historically has lacked clarity of role and function, this study suggests that principals and counselors may have finally come to agreement on this issue. It seems that the results of the 2008 and 1984 surveys confirm that school counselors have been engaging in the same types of roles and functions over the past 24 years. These functions seem to be comprehensive in scope, preventive in design and developmental in nature.

Within the literature review (1.8, 1.10) information was provided that may give a hint into how and why this agreement between administrators and school counselors came about. It was reported that in the early 1980's, professional associations like the

American Counseling Association (ACA) and the American School Counselor Association (ASCA) created task forces that studied and set guidelines for ethical codes, licensure, accreditation, and role definition of school counselors. This seems to be the first internal push by professionals, within the counseling ranks, to legitimize the school counseling profession as a vital component in the modern day public school system. This movement led the ASCA to further define this issue by producing the National Model in 2003 and revising it in 2005.

Through leadership, advocacy, and collaboration, those involved in school counseling have provided systemic change within the public school system. Theories about appropriate roles and functions of the school counselor have become realities. According to this study, educational stakeholders have traced the history, studied the research, witnessed positive testimony, and have concluded that school counselors establish goals, expectations, support systems, and experiences for all those who partake in the public school experience.

4.4.2 Delivery Dispute

As reported in 4.4.1, this study suggests that principals and counselors have finally come to agreement on the roles and functions of school counselors. However, this study also suggests that the frequencies in which these roles and functions are delivered are still being disputed between principals and counselors. Information concerning this dispute can be found in research question one (3.4 and 4.3). Tables 34 and 35 identify seven survey items (student assessment, teacher consultant, classroom guidance, functioning as building principal, career education, evaluation of guidance program, and administering disciplinary action) that were statistically significant when being compared by the two

populations that participated in the 2008 study. Also, these tables reveal that these frequency disputes transcend all four counseling subscales (consulting, counseling, coordinating, and problem areas). Tables 36 and 37 identify four survey items (conducting research, supervision of lunch, scheduling, and administering disciplinary action), associated with two counseling subscales (coordinating and problem areas), that were statistically significant for the two populations that participated in the 1984 study. This means there has been a differing opinion over the past 24 years between principals and counselors about the amount of time and energy that a counselor should invest in each particular function that they participate in. Appendices N through Y support the conclusions drawn from research question number one.

Kaplin (1995) has suggested that principals and counselors work from different paradigms when viewing the world of education. Principals' responsibilities are all encompassing. They provide leadership to people and programs. Their model is responsibility comprehensive, learning focused, group centered, and action-and-concrete-results oriented. On the other hand, counselors' responsibilities are more client specific. They also provide leadership to people and programs but in a collaborative way. Their model is more responsibility limited, mental health focused, individual centered, and process oriented.

Because of these different, but necessary, paradigms, there may never be full agreement on time, effort, and energies spent on functions for a school counselor between these two educational stakeholders. However, it is safe to say that principals and counselors each contribute to a fuller perspective of school life and offer more strategies for successful student learning. Both populations can strengthen their roles and

effectiveness in school by understanding each other's point of view and by using some of these insights to enhance their own effectiveness.

4.4.3 Rank Order of Subscales

When comparing the null hypotheses of each study, it is very clear that the results are almost identical. The only difference between 2008 and 1984 is research question number five. In 1984 the null hypothesis concerning the importance of counselors coordinating was rejected, whereas, in 2008 it was accepted. This conclusion gives another example of how the roles and functions of the school counselors have not changed over the past 24 years.

When reflecting on the results of research questions three, four, five, and six, it is clear to conclude that principals and counselors in 2008 agree on the rank order of the four counseling subscales. This conclusion verifies that principals and counselors may not agree on the frequency the of roles and functions of the school counselor, but they believe that a counselor should consult first, counsel second, coordinate third and work within the problem areas fourth. Appendices CC and EE support the conclusions drawn from comparing the null hypotheses from each study.

When comparing appendix CC with EE it is accurate to say that that principals in 1984 agreed with the 2008 population when it comes to ranking the order of importance of the four subscales. However, when evaluating the line graph of counselors in 1984, it is accurate to say that they ranked working within the problem areas third and coordinating fourth. This deduction supplies further evidence why professionals within the school counseling arena had to make a systemic change during the 1980's when it came to their roles and functions. According to the line graph in appendix EE, some of

their perceptions included their department's delivery system was being negatively impacted by investing time and energy in functions that were inappropriate for school counselors to engage in.

The nearly identical agreement between the 2008 and 1984 hypotheses and the rank order of the four subscales provides us with a picture of nearly parallel perceptions when it comes to the roles and functions of the school counselor. The closer these shared perceptions come together, the more effective and efficient the public school system will become by providing quality services to all that populate their institution.

4.4.4 School Initiatives verse Counselors' Roles and Functions

Whether it has been educational reform initiatives, Outcome-Based Education, Goals 2000, or No Child Left Behind, it seems the roles and functions of school counselors have been insulated by most of the federal, state, and local educational initiatives that have been implemented over the past 24 years. Because both studies produced similar results, it is safe to say that school counselors have been providing the same functions to public school systems over the past 24 years. Also, the results of research question number seven allows this researcher to conclude that the No Child Left Behind Act (2001) has not impacted the school counselor in so much as to add any new roles, functions, or frameworks compared to their 1984 counterparts.

An agreed upon framework for school counseling programs seems to be in place. Of course this framework has been a work in progress over the past 24 years. Through leadership, advocacy, and collaboration, school counselors must continue to work with educational stakeholders in order to improve and refine the services that they provide to all those who work within the public school system. Regardless of the mechanisms that

set and reset the educational landscape, administrators, faculty and staff members must ensure that their school has a fully implemented comprehensive guidance and counseling program that services all those who are working toward high academic achievement for every student.

4.5 FINAL WORDS

Throughout this body of work, this researcher tracked the roles and functions of the school counselor beginning with the inception of the occupation through the current state that these educational professionals find themselves in. While uncovering the ever-changing role of the school counselor during our nation's history, it was important to this researcher to study the surrounding mechanisms (world, national, and educational events) that may have had influence on this particular service provider.

The information presented in the first chapter helped detect the sequential order of the changes that occurred for the school counselor throughout its place in the American educational system. The second chapter helped set up the framework for this particular study. The author chose to replicate a 1984 study that focused on counselor roles as perceived by counselors and principals in the state of Kansas. The reason that this author chose this study is because it seemed to encapsulate the journey of the secondary school counselor throughout the 20th century. By revisiting this study 24 years later, the author was able to see if there has been any significant change in the perception of the role of the secondary school counselor through the responses of principals and counselors in the state of Pennsylvania. The third chapter presented the analysis of the data for each study which included return rates, demographic information, and survey data for each research

question. The final chapter discussed the results of the data and made comparisons between each study.

What this research uncovered was similar results for each study. In essence, over the last 24 years, outside mechanisms have changed and have had an impact on the educational system in America. However, the roles and activities that school counselors have been engaged in seem to be relevant and beneficial to all those who provide or receive services in the public school system.

Those who have been involved in the counseling profession over the past 24 years have created a school counseling program that is comprehensive in scope, preventive in design, and developmental in nature. Counselors have been able to impart specific skills and learning opportunities in a proactive, preventive manner to ensure all students an opportunity and belief that they can achieve school success through academic, career, and personal/social development experiences.

This study has reassured the educational community that the three subscales of counseling (consulting, counseling, and coordinating) are ever expanding but providing the same services as they did two decades ago. It also seems that the educational stakeholders have come to a tentative agreement on the appropriate roles and activities a school counselor should be engaging in on a day-to-day basis. However, this study along with other research suggests that inappropriate activities are still being pushed on counselors that negatively impact the delivery system of the school counseling program. School counselors need to continue to show skills in leadership, advocacy, and collaboration in order to provide quality resources and services to whoever calls upon this

essential school professional. A principal in Dollarhide, Smith & Lemberger's study seems to summarize the potency of this occupation the best:

The most salient experience is working with a school counselor. They clearly have the 'X factor.' They are someone who sees a child in crisis and goes above and beyond the call of duty to see the child through the crisis. This is a person who helps the child by involving the family, teachers, and administrators to make sure the child gets through the situation, even obtaining outside assistance if needed. This is someone who will go the extra mile and doesn't stop short. They see this as a profession, not just a job (para 45).

4.6 RECOMMENDATIONS FOR PRACTITONERS

The data generated from this study seems to uncover that perception of the roles and functions of school counselors have not changed much over the past twenty four years. Professional perceptions have compacted rather than expanded when it comes to tasks a school counselor should participate in throughout a school year. Even though the results of this study concluded that the Age of Accountability may have had an impact on school counselors, it seems friction still exists between principals and counselors when it comes to the four tasks under the problem area subscale. In order to reduce the friction, the author has recommended the following strategies in the hope that one day this subscale will no longer need to be measured because the counseling tasks under this category will no longer exist.

1. Principals can engage in job shadowing with the counseling department at least three different times during the school year. Engaging with counselors associated with different grade levels throughout the year will allow the principal to experience first hand the tasks and time invested completing these tasks with the student body. This will allow principals to gage their perceptions with reality.

2. Counseling departments can run an evaluation assessment to measure the services they are providing the ‘clients’ of the community. By taking the results of this evaluation, they can compare it to the ASCA National Model and uncover where gaps exist and create strategies to fill these gaps.
3. In order to strengthen and make the school counseling program more effective and efficient, schools and districts can invest in technology and third party resources to outsource tasks that once anchored the time and energy of the school counselor.

4.7 AREAS FOR FURTHER STUDIES

This study has added to the body of existing research and its findings have agreed with much of the literature and disagreed in a few areas. Significant findings involving role confirmation, rank order of subscales, and a negligible impact of the Age of Accountability on school counselors have been identified. The following concepts are recommendations for further study involving professional perceptions of school counselor in Pennsylvania and other public education institutions.

1. Disaggregate the 2008 data to reveal if role perceptions of middle school counselors change in rural, suburban, and urban schools throughout Pennsylvania.
2. Disaggregate the 2008 data to reveal if specific demographic groups of principals and counselors have different role perceptions of middle school counselors in Pennsylvania

3. Research professional perceptions of elementary school counselors and compare those results to the 2008 data to reveal if there is any change in role perception between elementary and middle school counselors in Pennsylvania.
4. Research professional perceptions of high school counselors and compare those results to the 2008 data to see if there is any change in role perception between high school and middle school counselors in Pennsylvania
5. Aggregate the open-ended responses from section 4 of the survey and compare the actual and ideal time spent performing these activities.
6. Reinvestigate the 15 survey items within the four subscales and report actual time spent on each item every school day throughout a one school year period.
7. Research how many school districts across Pennsylvania have implemented the ASCA National Model and measure the impact it has had on the counselors, counseling programs, and the schools within the district.
8. Explore the perceptions of professional school counselors relative to the No Child Left Behind legislation to ascertain what school counselors know about the legislation, how the legislation has affected school counseling programs, and what role school counselors play in the increased testing activities mandated by the legislation.

APPENDIX A

PRINCIPAL COVER LETTER ATTACHEMENT

Dear School Administrator,

I am a doctoral student at the University of Pittsburgh and for my dissertation research I am examining the current role of the elementary, intermediate and secondary school counselor. You and the counselors in your school have been randomly selected as participants in my research from a population of secondary schools in the 67 counties across the state of Pennsylvania. Your contact information was obtained from the Pennsylvania Department of Education or from your school district's website. I am requesting that you take five minutes out of your busy schedule to visit the link at the bottom of this e-mail and complete a short survey. Your responses will be anonymous and only summary data will be reported in my dissertation. There are no foreseeable risks associated with this survey, nor are there any direct benefits to you. Participation in this study is strictly voluntary and no compensation will be dispensed to educators who complete this survey.

My research is a replication of a study that appeared in the February 1984 edition of Elementary School Guidance & Counseling entitled *Counselor Role as Perceived by Counselors and Principals*. The goal of my study is to compare current responses to responses to the same survey collected 24 years ago to learn if perceptions of the role of secondary school counselors have changed in the context of today's educational climate.

If you have any questions about my research or the survey, please contact me at (412) 353-9505 or by email at dheavner@gatewayk12.org. If you would like to contact my doctoral supervisor, Dr. Sean Hughes, he can be reached at (412) 648-7165 or by email at shughes@pitt.edu.

Thank you in advance for your participation in my research.

APPENDIX B

SCHOOL COUNSELOR COVER LETTER ATTACHMENT

Dear School Counselor,

I am a doctoral student at the University of Pittsburgh and for my dissertation research I am examining the current role of the elementary, intermediate and secondary school counselor. You and the principal in your school have been randomly selected as participants in my research from a population of secondary schools in the 67 counties across the state of Pennsylvania. Your contact information was obtained from the Pennsylvania Department of Education or from your school district's website. I am requesting that you take five minutes out of your busy schedule to visit the link at the bottom of this e-mail and complete a short survey. Your responses will be anonymous and only summary data will be reported in my dissertation. There are no foreseeable risks associated with this survey, nor are there any direct benefits to you. Participation in this study is strictly voluntary and no compensation will be dispensed to educators who complete this survey.

My research is a replication of a study that appeared in the February 1984 edition of Elementary School Guidance & Counseling entitled *Counselor Role as Perceived by Counselors and Principals*. The goal of my study is to compare current responses to responses to the same survey collected 24 years ago to learn if perceptions of the role of the school counselors have changed in the context of today's educational climate.

If you have any questions about my research or the survey, please contact me at (412) 353-9505 or by email at dheavner@gatewayk12.org. If you would like to contact my doctoral supervisor, Dr. Sean Hughes, he can be reached at (412) 648-7165 or by email at shughes@pitt.edu.

Thank you in advance for your participation in my research.

APPENDIX C

PRINCIPAL SURVEY

1. Demographic Information

Please respond to each item.

Select Gender	Select Age	Select Years In Current Position	Select the Highest Degree Completed

2. Pennsylvania Education Information

Please respond to each item.

Select Your County	Select Your School District	Select Years In Current Position

3. Data Collection Instrument

Below is a list of functions that may be performed by school counselors. Please click the corresponding response that indicates the frequency with which you think school counselors SHOULD perform each function.

Please click the corresponding response for each item:

Counselors NEVER do this

Counselors RARELY do this

Counselors OCCASIONALLY do this

Counselors FREQUENTLY do this

Counselors ROUTINELY do this

Group Counseling	Never	Rarely	Occasionally	Frequently	Routinely
Referral Services	Never	Rarely	Occasionally	Frequently	Routinely
Functioning as a Building Principal	Never	Rarely	Occasionally	Frequently	Routinely
Supervision of Lunchroom	Never	Rarely	Occasionally	Frequently	Routinely
Individual Counseling	Never	Rarely	Occasionally	Frequently	Routinely
Student Assessment	Never	Rarely	Occasionally	Frequently	Routinely
Career Education / Special Programs	Never	Rarely	Occasionally	Frequently	Routinely
Scheduling	Never	Rarely	Occasionally	Frequently	Routinely
Classroom Guidance	Never	Rarely	Occasionally	Frequently	Routinely
Teacher Consultant	Never	Rarely	Occasionally	Frequently	Routinely
Evaluation of the Counseling Program	Never	Rarely	Occasionally	Frequently	Routinely
Administering Disciplinary Action	Never	Rarely	Occasionally	Frequently	Routinely
Parent Consultant	Never	Rarely	Occasionally	Frequently	Routinely
Teaching of Non-Guidance Classes	Never	Rarely	Occasionally	Frequently	Routinely
Research	Never	Rarely	Occasionally	Frequently	Routinely

4. Open Ended Question

Do your counselors perform other functions that were not included on the previous page? If yes, please list these functions and type the response that indicates the frequency with which they ACTUALLY perform these functions.

Please type the corresponding response for each item that you list. Please choose one response per each item:

Counselors NEVER do this
Counselors RARELY do this
Counselors OCCASIONALLY do this
Counselors FREQUENTLY do this
Counselors ROUTINELY do this

Function	Frequency

APPENDIX D

SCHOOL COUNSEOLOR SURVEY

1. Demographic Information

Please respond to each item.

Select Gender	Select Age	Select Years In Current Position	Select the Highest Degree Completed

2. Pennsylvania Education Information

Please respond to each item.

Select Your County	Select Your School District	Select Years In Current Position

3. Data Collection Instrument

Below is a list of functions that may be performed by school counselors. Please click the corresponding response that indicates the frequency with which you think school counselors SHOULD perform each function.

Please click the corresponding response for each item:

I NEVER do this

I RARELY do this

I OCCASIONALLY do this

I FREQUENTLY do this

I ROUTINELY do this

Group Counseling	Never	Rarely	Occasionally	Frequently	Routinely
Referral Services	Never	Rarely	Occasionally	Frequently	Routinely
Functioning as a Building Principal	Never	Rarely	Occasionally	Frequently	Routinely
Supervision of Lunchroom	Never	Rarely	Occasionally	Frequently	Routinely
Individual Counseling	Never	Rarely	Occasionally	Frequently	Routinely
Student Assessment	Never	Rarely	Occasionally	Frequently	Routinely
Career Education / Special Programs	Never	Rarely	Occasionally	Frequently	Routinely
Scheduling	Never	Rarely	Occasionally	Frequently	Routinely
Classroom Guidance	Never	Rarely	Occasionally	Frequently	Routinely
Teacher Consultant	Never	Rarely	Occasionally	Frequently	Routinely
Evaluation of the Counseling Program	Never	Rarely	Occasionally	Frequently	Routinely
Administering Disciplinary Action	Never	Rarely	Occasionally	Frequently	Routinely
Parent Consultant	Never	Rarely	Occasionally	Frequently	Routinely
Teaching of Non-Guidance Classes	Never	Rarely	Occasionally	Frequently	Routinely
Research	Never	Rarely	Occasionally	Frequently	Routinely

4. Open Ended Question

Do you perform other functions that were not included on the previous page? If yes, please list these functions and type the response that indicates the frequency with which you ACTUALLY perform these functions.

Please type the corresponding response for each item that you list. Please choose one response per each item:

I NEVER do this
I RARELY do this
I OCCASIONALLY do this
I FREQUENTLY do this
I ROUTINELY do this

Function	Frequency

APPENDIX E

LIST OF PENNSYLVANIA COUNTIES REPRESENTING PRINCIPAL POPULATION

Name of County	Frequency	Valid Percent	Cumulative Percent
Allegheny	1	1.2	1.2
Armstrong	4	4.8	6.0
Beaver	2	2.4	8.4
Bedford	1	1.2	9.6
Berks	2	2.4	12.0
Blair	1	1.2	13.3
Bradford	1	1.2	14.5
Bucks	3	3.6	18.1
Butler	2	2.4	20.5
Cambria	2	2.4	22.9
Centre	3	3.6	26.5
Chester	4	4.8	31.3
Clarion	1	1.2	32.5
Clinton	1	1.2	33.7
Crawford	1	1.2	34.9
Cumberland	1	1.2	36.1
Dauphin	2	2.4	38.6
Delaware	1	1.2	39.8
Erie	4	4.8	44.6
Fayette	2	2.4	47.0
Franklin	4	4.8	51.8
Fulton	2	2.4	54.2
Indiana	4	4.8	59.0

Name of County	Frequency	Valid Percent	Cumulative Percent
Jefferson	2	2.4	61.4
Juniata	1	1.2	62.7
Lancaster	1	1.2	63.9
Lawrence	1	1.2	65.1
Lehigh	3	3.6	68.7
Lycoming	1	1.2	69.9
McKean	1	1.2	71.1
Mercer	4	4.8	75.9
Mifflin	2	2.4	78.3
Monroe	2	1.2	80.7
Montgomery	1	1.2	81.9
Northampton	1	1.2	83.1
Perry	1	1.2	84.3
Philadelphia	1	1.2	85.5
Potter	1	1.2	86.7
Somerset	1	1.2	88.0
Sullivan	1	1.2	89.2
Susquehanna	1	1.2	90.4
Tioga	1	1.2	91.6
Venango	1	1.2	92.8
Warren	1	1.2	94.0
Washington	1	1.2	95.2
Wayne	1	1.2	96.4
Westmoreland	2	2.4	98.8
Wyoming	1	1.2	100.0

Total Counties	Total Frequency	Total Valid Percent
48	83	100.0

APPENDIX F

LIST OF PENNSYLVANIA SCHOOL DISTRICTS REPRESENTING PRINCIPAL POPULATION

Name of District	Frequency	Valid Percent	Cumulative Percent
Albert Gallatin Area	2	2.4	2.4
Avon Grove	2	2.4	4.8
Berlin Brothersvalley	1	1.2	6.0
Blackhawk	1	1.2	7.2
Blairsville-Saltsburg	3	3.6	10.8
Blue Ridge	1	1.2	12.0
Brockway Area	1	1.2	13.3
Burgettstown Area	1	1.2	14.5
Camp Hill	1	1.2	14.7
Central Bucks	2	2.4	18.1
Chambersburg Area	2	2.4	20.5
Cheltenham Township	1	1.2	21.7
Conemaugh Valley	1	1.2	22.9
Conneaut	1	1.2	24.1
Coudersport Area	1	1.2	25.3
Deer Lakes	1	1.2	26.5
Derry Township	1	1.2	27.7
East Penn	1	1.2	28.9
Elwood City Area	1	1.2	30.1
Everett Area	1	1.2	31.3
Fairview	1	1.2	32.5
Forbes Road	1	1.2	33.7
Franklin Regional	1	1.2	34.9

Name of District	Frequency	Valid Percent	Cumulative Percent
Freeport Area	1	1.2	36.1
General McLane	1	1.2	37.3
Great Valley	1	1.2	38.6
Greater Latrobe	1	1.2	39.8
Greencastle-Antrim	1	1.2	41.0
Greenville Area	3	3.6	44.6
Greenwood	1	1.2	45.8
Hempfield	1	1.2	47.0
Hermitage	1	1.2	48.2
Hopewell Area	1	1.2	49.4
Indiana Area	1	1.2	50.6
Interboro	1	1.2	51.8
Jersey Shore Area	1	1.2	53.0
Juniata County	1	1.2	54.2
Keystone Central	1	1.2	55.4
Leechburg Area	3	3.6	59.0
Middletown Area	1	1.2	60.2
Mifflin County	2	2.4	62.7
Nazareth Area	1	1.2	63.9
North East	2	2.4	66.3
Northwestern Lehigh	1	1.2	67.5
Parkland	1	1.2	68.7
Penns Valley Area	1	1.2	69.9
Philadelphia City	1	1.2	71.1
Philipsburg-Osceola	1	1.2	72.3
Phoenixville Area	1	1.2	73.5
Pleasant Valley	1	1.2	74.7
Pocono Mountain	1	1.2	75.9
Portage Area	1	1.2	77.1

Name of District	Frequency	Valid Percent	Cumulative Percent
Punxsutawney Area	1	1.2	78.3
Quakertown Community	1	1.2	79.5
Redbank Valley	1	1.2	80.7
Sayre Area	1	1.2	81.9
Smethport Area	1	1.2	83.1
South Butler County	2	2.4	85.5
Southern Fulton	1	1.2	86.7
Southern Tioga	1	1.2	88.0
Spring Grove	1	1.2	89.2
State College Area	1	1.2	90.4
Sullivan County	1	1.2	91.6
Tunkhannock Area	1	1.2	92.8
Valley Grove	1	1.2	94.0
Warren County	1	1.2	95.2
Waynesboro Area	1	1.2	96.4
Western Wayne	1	1.2	97.6
Wilson	2	2.4	100.0

Total School Districts	Total Frequency	Total Valid Percent
69	83	100.0

APPENDIX G

LIST OF PENNSYLVANIA SCHOOLS REPRESENTING PRINCIPAL POPULATION

Name of School	Frequency	Valid Percent	Cumulative Percent
Albert Gallatin North	1	1.2	1.2
Albert Gallatin South	1	1.2	2.4
Avon Green Intermediate	1	1.2	3.6
Berlin Brothersvalley	1	1.2	4.8
Blairsville	2	2.4	7.2
Blue Ridge	1	1.2	8.4
Brockway	1	1.2	9.6
Burgettstown	1	1.2	10.8
Camp Hill	1	1.2	12.0
Cedarbrook	1	1.2	13.3
Centerville	1	1.2	14.5
Central	2	2.4	16.9
Central Mountain	1	1.2	18.1
Chambersburg	1	1.2	19.3
Clear Run Intermediate	1	1.2	20.5
Conemaugh Valley	1	1.2	21.7
Coudersport	1	1.2	22.9
Deer Lakes	1	1.2	24.1
Everett	1	1.2	25.3
Fairview	1	1.2	26.5
Forbes Road	1	1.2	27.7
Franklin Regional	1	1.2	28.9
Fred S Engle	1	1.2	30.1

Name of School	Frequency	Valid Percent	Cumulative Percent
Freeport	1	1.2	31.3
Great Valley	1	1.2	32.5
Greater Latrobe	1	1.2	33.7
Greencastle-Antrim	1	1.2	34.9
Greenville	3	3.6	38.6
Greenwood	1	1.2	39.8
Hermitage	1	1.2	41.0
Hershey	1	1.2	42.2
Highland	1	1.2	43.4
Hopewell Memorial	1	1.2	44.6
Indian Valley	1	1.2	45.8
Indiana Area	1	1.2	47.0
J Frank Faust	1	1.2	48.2
James W Parker	1	1.2	49.4
Jersey Shore	1	1.2	50.6
Julia R. Masterman	1	1.2	51.8
Knoch	2	2.4	54.2
Leechburg	3	3.6	57.8
Lenape	1	1.2	59.0
Lincoln	1	1.2	60.2
Linesville	1	1.2	61.4
Lower Macungie	1	1.2	62.7
Mansfield	1	1.2	63.9
Middletown Area	1	1.2	65.1
Milford	1	1.2	66.3
Nazareth	1	1.2	67.5
North East	1	1.2	68.7
North East Intermediate	1	1.2	69.9
North Western Lehigh	1	1.2	71.1

Name of School	Frequency	Valid Percent	Cumulative Percent
Norwood	1	1.2	72.3
Orefield	1	1.2	73.5
Park Forest	1	1.2	74.7
Philipsburg Osceola	1	1.2	75.9
Phoenixville	1	1.2	77.1
Pleasant Valley Intermediate	2	2.4	79.5
Portage	1	1.2	80.7
Punxsutawney	1	1.2	81.9
Redbank Valley	1	1.2	83.1
Rocky Grove	1	1.2	84.3
Saltsburg	1	1.2	85.5
Sayre	1	1.2	86.7
Smethport	1	1.2	88.0
Southern Fulton	1	1.2	89.2
Strodes Mills	1	1.2	90.4
Sullivan	1	1.2	91.6
Tunkhannock	1	1.2	92.8
Tuscarora	1	1.2	94.0
Unami	1	1.2	95.2
Waynesboro Area	1	1.2	96.4
Western Wayne	1	1.2	97.6
Wilson	1	1.2	98.8
Youngsville	1	1.2	100.0

Total Schools	Total Frequency	Total Valid Percent
76	83	100.0

APPENDIX H

LIST OF PENNSYLVANIA COUNTIES REPRESENTING SCHOOL COUNSELOR POPULATION

Name of County	Frequency	Valid Percent	Cumulative Percent
Blair	1	.4	8.8
Bradford	2	.9	9.7
Bucks	12	5.3	15.0
Butler	4	1.8	16.8
Cambria	3	1.3	18.1
Cameron	1	.4	18.6
Carbon	2	.9	19.5
Centre	4	1.8	21.2
Chester	6	2.7	23.9
Clarion	4	1.8	25.7
Clearfield	3	1.3	27.0
Clinton	2	.9	27.9
Columbia	1	.4	28.3
Crawford	6	2.7	31.0
Cumberland	6	2.7	33.6
Dauphin	3	1.3	35.0
Delaware	6	2.7	37.6
Elk	1	.4	38.1
Erie	3	1.3	39.4
Fayette	7	3.1	42.5
Franklin	10	4.4	46.9
Fulton	2	.9	47.8
Greene	1	.4	48.2

Name of County	Frequency	Valid Percent	Cumulative Percent
Huntingdon	2	.9	49.1
Indiana	5	2.2	51.3
Jefferson	5	2.2	53.5
Juniata	1	.4	54.0
Lackawanna	3	1.3	55.3
Lancaster	4	1.8	57.1
Lawrence	2	.9	58.0
Lebanon	3	1.3	59.3
Lehigh	7	3.1	62.4
Luzerne	5	2.2	64.6
Lycoming	1	.4	65.0
McKean	4	1.8	66.8
Mercer	4	1.8	68.6
Mifflin	3	1.3	69.9
Monroe	11	4.9	74.8
Montgomery	4	1.8	76.5
Northampton	3	1.3	77.9
Northumberland	4	1.8	79.6
Perry	1	.4	80.1
Philadelphia	1	.4	80.5
Pike	3	1.3	81.9
Potter	1	.4	82.3
Schuylkill	2	.9	83.2
Snyder	3	1.3	84.5
Somerset	1	.4	85.0
Sullivan	1	.4	85.4
Susquehanna	3	1.3	86.7
Tioga	1	.4	87.2
Union	1	.4	87.6

Name of County	Frequency	Valid Percent	Cumulative Percent
Venango	1	.4	88.1
Warren	7	3.1	91.2
Washington	3	1.3	92.5
Wayne	1	.4	92.9
Westmoreland	8	3.5	96.5
Wyoming	3	1.3	97.8
York	5	2.2	100.0

Total Counties	Total Frequency	Total Valid Percent
59	226	100.0

APPENDIX I

LIST OF PENNSYLVANIA SCHOOL DISTRICTS REPRESENTING SCHOOL COUNSELOR POPULATION

Name of District	Frequency	Valid Percent	Cumulative Percent
Albert Gallatin Area	2	.9	.9
Annville-Cleona	2	.9	1.8
Apollo-Ridge	2	.9	2.7
Avella Area	1	.4	3.1
Avon Grove	4	1.8	4.9
Bellefonte Area	1	.4	5.3
Bermudian Springs	1	.4	5.8
Blackhawk	2	.9	6.6
Blairsville-Saltsburg	3	1.3	8.0
Blue Mountain	2	.9	8.8
Blue Ridge	1	.4	9.3
Bradford Area	1	.4	9.7
Brandywine Heights Area	1	.4	10.2
Brookville Area	3	1.3	11.5
Brownsville Area	1	.4	11.9
Burgettstown Area	1	.4	12.4
Cameron County	1	.4	12.8
Camp Hill	1	.4	13.3
Canton Area	1	.4	13.7
Carlisle Area	4	1.8	15.5
Centennial	2	.9	16.4
Central Bucks	9	4.0	20.4
Central Fulton	1	.4	20.8

Name of District	Frequency	Valid Percent	Cumulative Percent
Central York	1	.4	21.2
Chambersburg Area	8	3.5	24.8
Cheltenham Township	3	1.3	26.1
Clarion Area	1	.4	26.5
Conemaugh Township	1	.4	27.0
Conestoga Valley	1	.4	27.4
Conewago Valley	1	.4	27.9
Conneaut	3	1.3	29.2
Connellsville Area	4	1.8	31.0
Coudersport Area	1	.4	31.4
Crawford Central	3	1.3	32.7
Dallas	2	.9	33.6
Dallastown Area	2	.9	34.5
Delaware Valley	2	.9	35.4
Derry Township	2	.9	36.3
East Penn	2	.9	37.2
East Stroudsburg Area	4	1.8	38.9
Eastern Lebanon	1	.4	39.4
Eastern York	2	.9	40.3
Elk Lake	1	.4	40.7
Elwood City Area	1	.4	41.2
Everett Area	1	.4	41.6
Fort Cherry	1	.4	42.0
Fox Chapel Area	2	.9	42.9
Franklin Regional	4	1.8	44.7
Freeport Area	1	.4	45.1
General McLane	3	1.3	46.5
Great Valley	2	.9	47.3
Greater Latrobe	3	1.3	48.7

Name of District	Frequency	Valid Percent	Cumulative Percent
Greenville Area	1	.4	49.1
Greenwood	1	.4	49.6
Hanover Area	2	.9	50.4
Harmony Area	1	.4	50.9
Haverford Township	3	1.3	52.2
Hempfield	2	.9	53.1
Hermitage	1	.4	53.5
Homer-City	2	.9	54.4
Hopewell Area	1	.4	54.9
Huntingdon Area	1	.4	55.3
Indiana Area	2	.9	56.2
Interboro	3	1.3	57.5
Jefferson-Morgan	1	.4	58.0
Jersey Shore Area	1	.4	58.4
Jim Thorpe	1	.4	58.8
Johnsonburg	1	.4	59.3
Juniata County	1	.4	59.7
Keystone	2	.9	60.6
Keystone Central	2	.9	61.5
Lackawanna Trail	1	.4	61.9
Lakeland	1	.4	62.4
Lewisburg Area	1	.4	62.8
Littlestown Area	1	.4	63.3
Manheim Township	1	.4	63.7
Midd-West	2	.9	64.6
Middletown Area	1	.4	65.0
Mifflin County	4	1.8	66.8
Montrose Area	1	.4	67.3
Moshannon Valley	1	.4	67.7

Name of District	Frequency	Valid Percent	Cumulative Percent
Nazareth Area	2	.9	68.6
New Castle Area	1	.4	69.0
North Pocono	1	.4	69.5
Northampton Area	2	.9	70.4
Northwestern Lehigh	1	.4	70.8
Parkland	3	1.3	72.1
Philadelphia City	1	.4	72.6
Philipsburg-Osceola	1	.4	73.0
Phoenixville Area	2	.9	73.9
Pine-Richland	1	.4	74.3
Pine Grove Area	1	.4	74.8
Pleasant Valley	3	1.3	76.1
Pocono Mountain	6	2.7	78.8
Portage Area	1	.4	79.2
Punxsutawney Area	2	.9	80.1
Quakertown Community	1	.4	80.5
Redbank Valley	1	.4	81.0
Sayre Area	1	.4	81.4
Selinsgrove Area	1	.4	81.9
Seneca Valley	3	1.3	83.2
Shamokin Area	1	.4	83.6
Sharon City	2	.9	84.5
Shippensburg Area	1	.4	85.0
Smethport Area	3	1.3	86.3
South Butler County	1	.4	86.7
Southern Columbia	1	.4	87.2
Southern Fulton	1	.4	87.6
Southern Tioga	1	.4	88.1
State College Area	2	.9	88.9

Name of District	Frequency	Valid Percent	Cumulative Percent
Sullivan County	1	.4	89.4
Tunkhannock Area	2	.9	90.3
Tuscarora	1	.4	90.7
Tussey Mountain	1	.4	91.2
Tyrone Area	1	.4	91.6
Valley Grove	1	.4	92.0
Warren County	7	3.1	95.1
Warrior Run	3	1.3	96.5
Waynesboro Area	1	.4	96.9
Weatherly Area	1	.4	97.3
Western Wayne	1	.4	97.8
Westmont Hilltop	2	.9	98.7
Wilson	3	1.3	100.0

Total School Districts	Total Frequency	Total Valid Percent
123	226	100.0

APPENDIX J

LIST OF PENNSYLVANIA SCHOOLS REPRESENTING SCHOOL COUNSELOR POPULATION

Name of School	Frequency	Valid Percent	Cumulative Percent
Albert Gallatin North	1	.4	.4
Albert Gallatin South	1	.4	.9
Annville Cleona	2	.9	1.8
Apollo Ridge	2	.9	2.7
Avella	1	.4	3.1
Avon Green Intermediate	1	.4	3.5
Beaty Warren	3	1.3	4.9
Bellefonte Area	1	.4	5.3
Bermudian Springs	1	.4	5.8
Blairsville	1	.4	6.2
Blue Ridge	1	.4	6.6
Blue Mountain	2	.9	7.5
Bradford	1	.4	8.0
Brandywine Heights	1	.4	8.4
Brookville	3	1.3	9.7
Brownsville	1	.4	10.2
Bucktail	1	.4	10.6
Burgettstown	1	.4	11.1
C.E. McCall	1	.4	11.5
Cameron County	1	.4	11.9
Camp Hill	1	.4	12.4
Canton	1	.4	12.8
Carlisle	3	1.3	14.2

Name of School	Frequency	Valid Percent	Cumulative Percent
Cedarbrook	1	.4	14.6
Centerville	1	.4	15.0
Central	1	.4	15.5
Central Mountain	1	.4	15.9
Central York	1	.4	16.4
Chambersburg Area	6	2.7	19.0
Clarion Area	1	.4	19.5
Clear Run Intermediate	2	.9	20.4
Cochranton	2	.9	21.2
Conemaugh Township	1	.4	21.7
Conemaugh Valley	1	.4	22.1
Conneaut Lake	2	.9	23.0
Connellsville East	2	.9	23.9
Connellsville West	2	.9	24.8
Coudersport	1	.4	25.2
Dallas	2	.9	26.1
Dallas Town	2	.9	27.0
Delahunt	1	.4	27.4
Delaware Valley	1	.4	27.9
Dingman Delaware	1	.4	28.3
Donald H Eichhorn	1	.4	28.8
Dorseyville	2	.9	29.6
Eastern Lebanon	1	.4	30.1
Eastern York	2	.9	31.0
Eisenhower	1	.4	31.4
Elk Lake	1	.4	31.9
Elkins Park	2	.9	32.7
Eugene Klinger	1	.4	33.2
Everett Area	1	.4	33.6

Name of School	Frequency	Valid Percent	Cumulative Percent
Eyer	1	.4	34.1
Fort Cherry	1	.4	34.5
Franklin Regional	4	1.8	36.3
Fred S Engle	3	1.3	37.6
Freeport	1	.4	38.1
George Washington	1	.4	38.5
Glenolden	1	.4	38.9
Great Valley	2	.9	39.8
Greater Latrobe	3	1.3	41.2
Greenville	1	.4	41.6
Greenwood	1	.4	42.0
Haine	1	.4	42.5
Hanover	2	.9	43.4
Harmony	1	.4	43.8
Haverford	3	1.3	45.1
Hershey	2	.9	46.0
Highland	2	.9	46.9
Holicong	1	.4	47.3
Homer Center	2	.9	48.2
Hopewell Memorial	1	.4	48.7
Huntingdon Area	1	.4	49.1
Indian Valley	1	.4	49.6
Indiana Area	2	.9	50.4
J Frank Faust	2	.9	51.3
J.T. Lambert Intermediate	2	.9	52.2
James Buchanan	1	.4	52.7
James W Parker	3	1.3	54.0
Jefferson Morgan	1	.4	54.4
Jersey Shore	1	.4	54.9

Name of School	Frequency	Valid Percent	Cumulative Percent
Jim Thorpe	1	.4	55.3
Johnsonburg	1	.4	55.8
Julia R. Masterman	1	.4	56.2
Kane	1	.4	56.6
Keystone	2	.9	57.5
Knoch	1	.4	58.0
Lackawanna Trail	1	.4	58.4
Lakeland	1	.4	58.8
Landisville	1	.4	59.3
Lehman Intermediate	2	.9	60.2
Lenape	1	.4	60.6
Lewistown	1	.4	61.1
Lincoln	1	.4	61.5
Linesville	1	.4	61.9
Lower Macungie	1	.4	62.4
Manheim Township	1	.4	62.8
Mansfield	1	.4	63.3
Maple Avenue	1	.4	63.7
McConnellsburg	1	.4	64.2
Meadville Area	1	.4	64.6
Middleburg	2	.9	65.5
Middletown Area	1	.4	65.9
Milford	1	.4	66.4
Montrose	1	.4	66.8
Moshannon Valley	1	.4	67.3
Nazareth	2	.9	68.1
New Oxford	1	.4	68.6
North Pocono	1	.4	69.0
Northampton	2	.9	69.9

Name of School	Frequency	Valid Percent	Cumulative Percent
Northwestern Lehigh	1	.4	70.4
Norwood	1	.4	70.8
Orefield	2	.9	71.7
Park Forest	2	.9	72.6
Philipsburg Osceola	1	.4	73.0
Phoenixville	2	.9	73.9
Pine Grove Area	1	.4	74.3
Pine Richland	1	.4	74.8
Pleasant Valley	2	.9	75.7
Pleasant Valley Intermediate	1	.4	76.1
Portage	1	.4	76.5
Prospect Park	1	.4	77.0
Punxsutawney	2	.9	77.9
Redbank Valley	1	.4	78.3
Rocky Grove	1	.4	78.8
Saltsburg	2	.9	79.6
Sayre	1	.4	80.1
Selinsgrove	1	.4	80.5
Seneca Valley Intermediate	2	.9	81.4
Shamokin Area	1	.4	81.9
Sharon	2	.9	82.7
Sheffield Area	2	.9	83.6
Shippensburg Intermediate	1	.4	84.1
Smethport	3	1.3	85.4
Southern	1	.4	85.8
Southern Columbia Area	1	.4	86.3
Southern Fulton	1	.4	86.7
Springhouse	1	.4	87.2
Strodes Mills	1	.4	87.6

Name of School	Frequency	Valid Percent	Cumulative Percent
Sullivan	1	.4	88.1
Tamanend	2	.9	88.9
Tohickon	3	1.3	90.3
Tunkhannock	2	.9	91.2
Tuscarora	1	.4	91.6
Tussey Mountain	1	.4	92.0
Tyrone	1	.4	92.5
Unami	2	.9	93.4
Warrior Run	3	1.3	94.7
Waynesboro Area	1	.4	95.1
Weatherly	1	.4	95.6
West	4	1.8	97.3
Western Wayne	1	.4	97.8
Westmont Hilltop	2	.9	98.7
Wilson	2	.9	99.6
Youngsville	1	.4	100.0

Total Schools	Total Frequency	Total Valid Percent
155	226	100.0

APPENDIX K

LIST OF PENNSYLVANIA COUNTIES REPRESENTING THE STRATIFIED RANDOM SAMPLE POPULATION

Allegheny	Clinton	Lackawanna	Pike
Armstrong	Columbia	Lancaster	Potter
Beaver	Crawford	Lawrence	Schuylkill
Bedford	Cumberland	Lebanon	Snyder
Berks	Dauphin	Lehigh	Somerset
Blair	Delaware	Luzerne	Sullivan
Bradford	Elk	Lycoming	Susquehanna
Bucks	Erie	McKean	Tioga
Butler	Fayette	Mercer	Union
Cambria	Franklin	Mifflin	Venango
Cameron	Fulton	Monroe	Warren
Carbon	Greene	Montgomery	Washington
Centre	Huntingdon	Northampton	Wayne
Chester	Indiana	Northumberland	Westmoreland
Clarion	Jefferson	Perry	Wyoming
Clearfield	Juniata	Philadelphia	York
Total Number of Counties Represented In Sample	Total Number of Counties in Pennsylvania	Sample Percentage	
64	67	95.5	

APPENDIX L

LIST OF PENNSYLVANIA SCHOOL DISTRICTS REPRESENTING THE STRATIFIED RANDOM SAMPLE POPULATION

Albert Gallatin	Cheltenham Township	Freeport Area	Lewisburg Area
Annville-Cleona	Clarion Area	General McLane	Littlestown Area
Apollo-Ridge	Conemaugh Township	Great Valley	Manheim Township
Avella Area	Conemaugh Valley	Greater Latrobe	Midd-West
Avon Grove	Conestoga Valley	Greencastle-Antrim	Middletown Area
Bellefonte Area	Conewago Valley	Greenville Area	Mifflin County
Berlin Brothersvalley	Conneaut	Greenwood	Montrose Area
Bermudian Springs	Connellsville Area	Hanover Area	Moshannon Valley
Blackhawk	Coudersport Area	Harmony Area	Nazareth Area
Blairsville-Saltsburg	Crawford Central	Haverford Township	New Castle Area
Blue Mountain	Dallas	Hempfield	North East
Blue Ridge	Dallastown Area	Hermitage	North Pocono
Bradford Area	Deer Lakes	Homer-City	Northampton Area
Brandywine Heights	Delaware Valley	Hopewell Area	Northwestern Lehigh
Brockway Area	Derry Township	Huntingdon Area	Parkland
Brookville Area	East Penn	Indiana Area	Penns Valley
Brownsville Area	East Stroudsburg Area	Interboro	Philadelphia City
Burgettstown Area	Eastern Lebanon	Jefferson-Morgan	Philipsburg-Osceola
Cameron County	Eastern York	Jersey Shore Area	Phoenixville Area
Camp Hill	Elk Lake	Jim Thorpe	Pine-Richland
Canton Area	Elwood City Area	Johnsonburg	Pine Grove Area
Carlisle Area	Everett Area	Juniata County	Pleasant Valley
Centennial	Fairview	Keystone	Pocono Mountain
Central Bucks	Forbes Road	Keystone Central	Portage Area

Central Fulton	Fort Cherry	Lackawanna Trail	Punxsutawney Area
Central York	Fox Chapel Area	Lakeland	Quakertown Community
Chambersburg Area	Franklin Regional	Leechburg	Redbank Valley
Sayre Area	South Butler County	Tunkhannock Area	Waynesboro Area
Selinsgrove Area	Southern Columbia	Tuscarora	Weatherly Area
Seneca Valley	Southern Fulton	Tussey Mountain	Western Wayne
Shamokin Area	Southern Tioga	Tyrone Area	Westmont Hilltop
Sharon City	Spring Cove	Valley Grove	Wilson
Shippensburg Area	State College Area	Warren County	
Smethport Area	Sullivan County	Warrior Run	

Total Number of School Districts Represented In Sample	Total Number of School Districts Receiving Surveys	Sample Percentage
134	175	76.5

APPENDIX M

LIST OF PENNSYLVANIA SCHOOLS REPRESENTING THE STRATIFIED RANDOM SAMPLE POPULATION

Albert Gallatin North	Central	Everett Area	Indiana Area
Albert Gallatin South	Central Mountain	Eyer	J Frank Faust
Annville Cleona	Central York	Fairview	J.T. Lambert Intermediate
Apollo Ridge	Chambersburg Area	Forbes Road	James Buchanan
Avella	Clarion Area	Fort Cherry	James W Parker
Avon Green Intermediate	Clear Run Intermediate	Franklin Regional	Jefferson Morgan
Beaty Warren	Cochranton	Fred S Engle	Jersey Shore
Bellefonte Area	Conemaugh Township	Freeport	Jim Thorpe
Berlin Brothersvalley	Conemaugh Valley	George Washington	Johnsonburg
Bermudian Springs	Conneaut Lake	Glenolden	Julia R. Masterman
Blairsville	Connellsville East	Great Valley	Kane
Blue Ridge	Connellsville West	Greater Latrobe	Keystone
Blue Mountain	Coudersport	Greencastle-Antrim	Knoch
Bradford	Dallas	Greenville	Lackawanna Trail
Brandywine Heights	Dallas Town	Greenwood	Lakeland
Brockway	Deer Lakes	Haine	Landisville
Brookville	Delahunty	Hanover	Leechburg
Brownsville	Delaware Valley	Harmony	Lehman Intermediate
Bucktail	Dingman Delaware	Haverford	Lenape
Burgettstown	Donald H Eichhorn	Hermitage	Lewistown
C.E. McCall	Dorseyville	Hershey	Lincoln
Cameron County	Eastern Lebanon	Highland	Linesville
Camp Hill	Eastern York	Holicong	Lower Macungie
Canton	Eisenhower	Homer Center	Manheim Township

Carlisle	Elk Lake	Hopewell Memorial	Mansfield
Cedarbrook	Elkins Park	Huntingdon Area	Maple Avenue
Centerville	Eugene Klinger	Indian Valley	McConnellsburg
Meadville Area	Park Forest	Seneca Valley Intermediate	Tuscarora
Middleburg	Philipsburg Osceola	Shamokin Area	Tussey Mountain
Middletown Area	Phoenixville	Sharon	Tyrone
Milford	Pine Grove Area	Sheffield Area	Unami
Montrose	Pine Richland	Shippensburg Intermediate	Warrior Run
Moshannon Valley	Pleasant Valley	Smethport	Waynesboro Area
Nazareth	Pleasant Valley Intermediate	Southern	Weatherly
New Oxford	Portage	Southern Columbia Area	West
North East	Prospect Park	Southern Fulton	Western Wayne
North East Intermediate	Punxsutawney	Springhouse	Westmont Hilltop
North Pocono	Redbank Valley	Strodes Mills	Wilson
Northampton	Rocky Grove	Sullivan	Youngsville
Northwestern Lehigh	Saltsburg	Tamanend	
Norwood	Sayre	Tohickon	
Orefield	Selinsgrove	Tunkhannock	

Total Number of Schools Represented In Sample	Total Number of Schools Receiving Surveys	Sample Percentage
166	234	70.9

APPENDIX N

FREQUENCY TABLES FOR PRINCIPALS UNDER COUNSELING SUBSET

Survey Item Task = Individual Counseling

Survey Task	Frequency	Valid Percentage
Never	1	1.2
Rarely	1	1.2
Occasionally	8	9.6
Frequently	20	24.1
Routinely	53	63.9
Total	83	100.0

Survey Item Task = Classroom Guidance

Survey Task	Frequency	Valid Percentage
Never	4	4.8
Rarely	7	8.4
Occasionally	29	34.9
Frequently	26	31.3
Routinely	17	20.5
Total	83	100.0

Survey Item Task = Group Counseling

Survey Task	Frequency	Valid Percentage
Never	5	6.0
Rarely	9	10.8
Occasionally	39	47.0
Frequently	21	25.3
Routinely	9	10.8
Total	83	100.0

APPENDIX O

FREQUENCY TABLES FOR COUNSELORS UNDER COUNSELING SUBSET

Survey Item Task = Individual Counseling

Survey Task	Frequency	Valid Percentage
Never	0	0.0
Rarely	1	.4
Occasionally	15	6.6
Frequently	50	22.1
Routinely	160	70.8
Total	226	100.0

Survey Item Task = Classroom Guidance

Survey Task	Frequency	Valid Percentage
Never	9	4.0
Rarely	41	18.1
Occasionally	96	42.5
Frequently	37	16.4
Routinely	43	19.0
Total	226	100.0

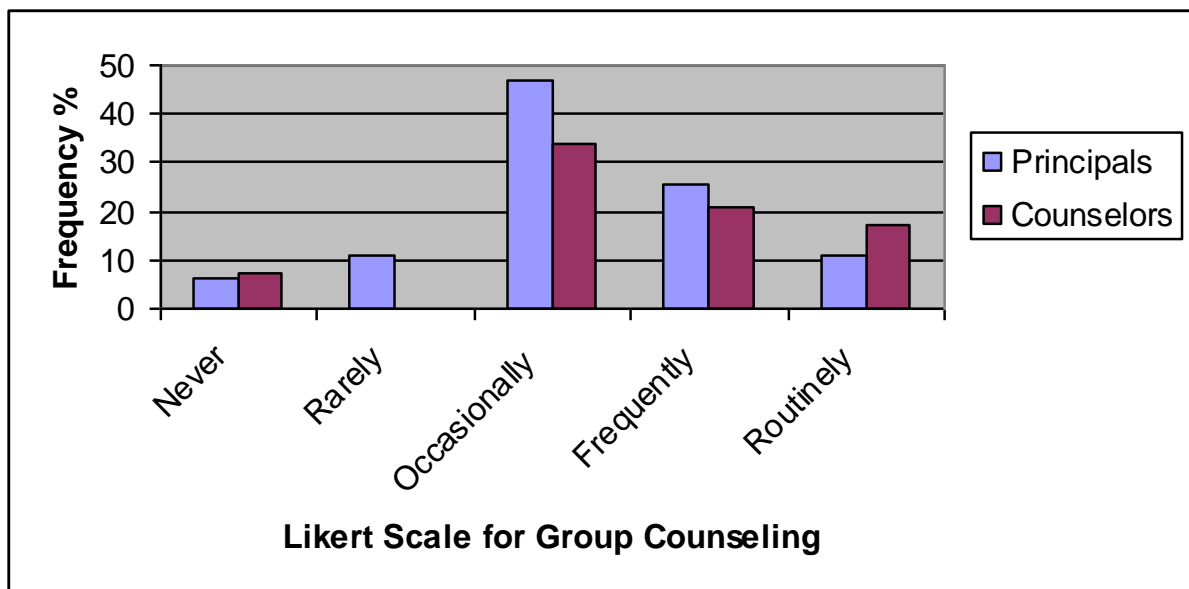
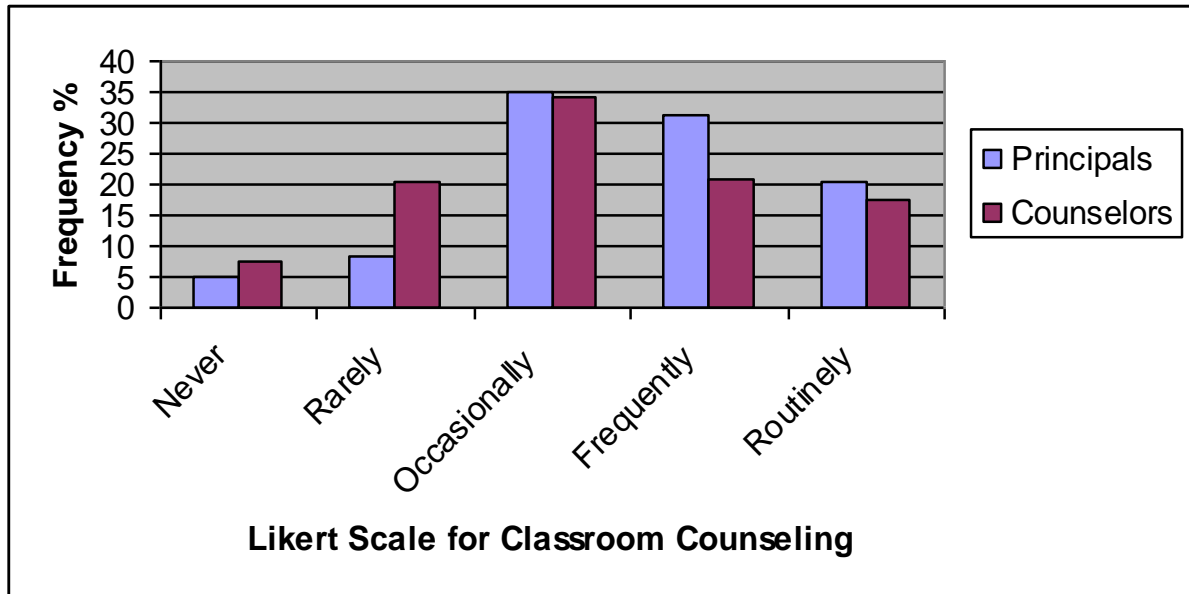
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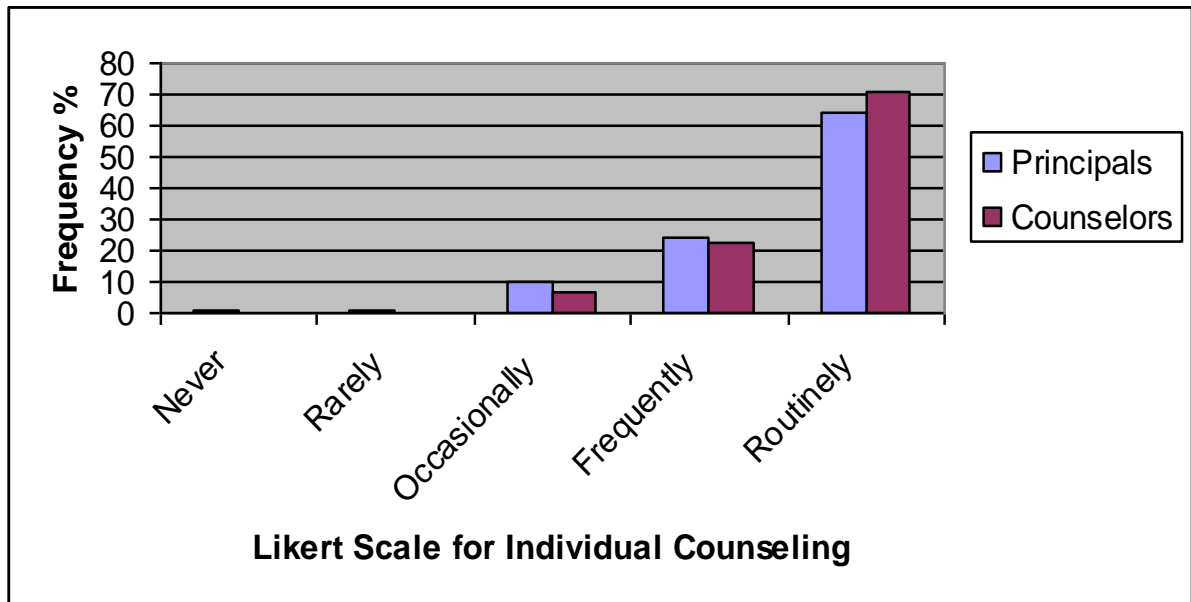
Survey Task	Frequency	Valid Percentage
Never	17	7.5
Rarely	46	20.4
Occasionally	77	34.1
Frequently	47	20.8
Routinely	39	17.3
Total	226	100.0

APPENDIX P

Bar Graph Comparing Frequency Percentages for Survey

Items Under Counseling Subscale for 2008 Study





APPENDIX Q

FREQUENCY TABLES FOR PRINCIPALS UNDER CONSULTING SUBSET

Survey Item Task = Parent Consultant

Survey Task	Frequency	Valid Percentage
Never	0	0.0
Rarely	3	3.6
Occasionally	10	12.0
Frequently	32	38.6
Routinely	38	45.8
Total	83	100.0

Survey Item Task = Referral Services

Survey Task	Frequency	Valid Percentage
Never	0	0.0
Rarely	0	0.0
Occasionally	15	18.1
Frequently	35	42.2
Routinely	33	39.8
Total	83	100.0

Survey Item Task = Student Assessment

Survey Task	Frequency	Valid Percentage
Never	1	1.2
Rarely	8	9.6
Occasionally	15	18.1
Frequently	19	22.9
Routinely	40	48.2
Total	83	100.0

Survey Item Task = Teacher Consultant

Survey Task	Frequency	Valid Percentage
Never	3	3.6
Rarely	11	13.3
Occasionally	18	21.7
Frequently	33	39.8
Routinely	18	21.7
Total	83	100.0

APPENDIX R

FREQUENCY TABLES FOR COUNSELORS UNDER CONSULTING SUBSET

Survey Item Task = Parent Consultant

Survey Task	Frequency	Valid Percentage
Never	0	0.0
Rarely	0	0.0
Occasionally	14	6.2
Frequently	91	40.3
Routinely	121	53.5
Total	226	100.0

Survey Item Task = Referral Services

Survey Task	Frequency	Valid Percentage
Never	1	.4
Rarely	3	1.3
Occasionally	36	15.9
Frequently	99	43.8
Routinely	87	38.5
Total	226	100.0

Survey Item Task = Student Assessment

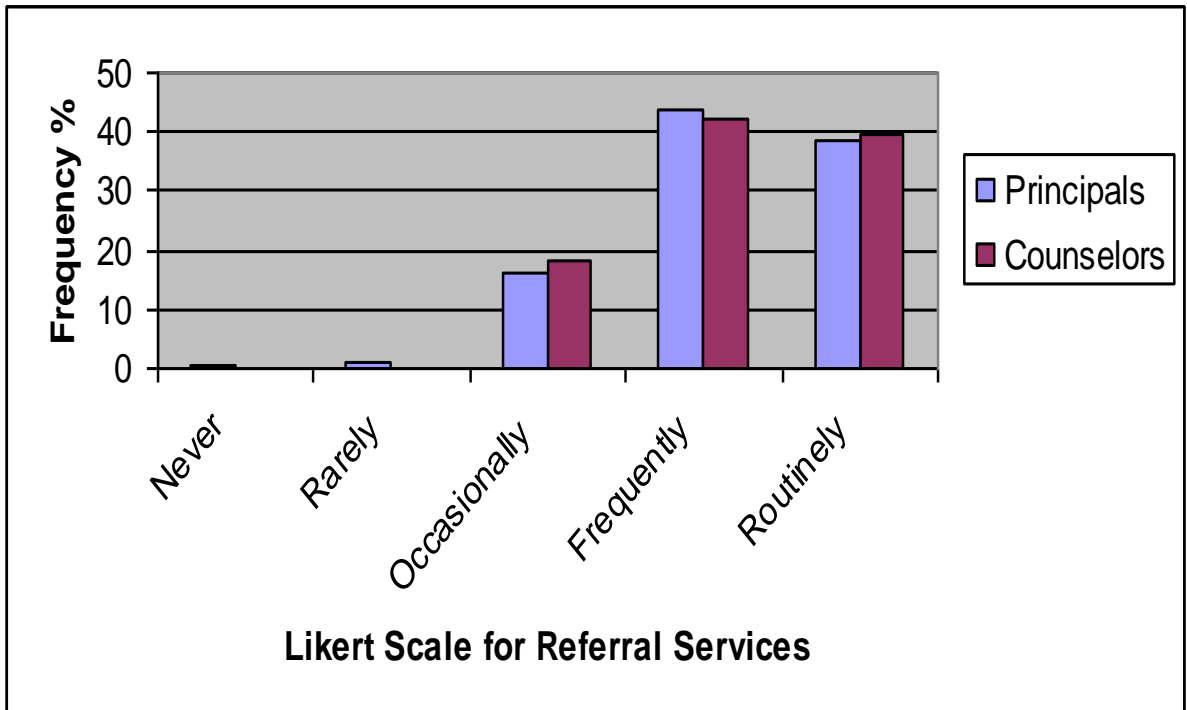
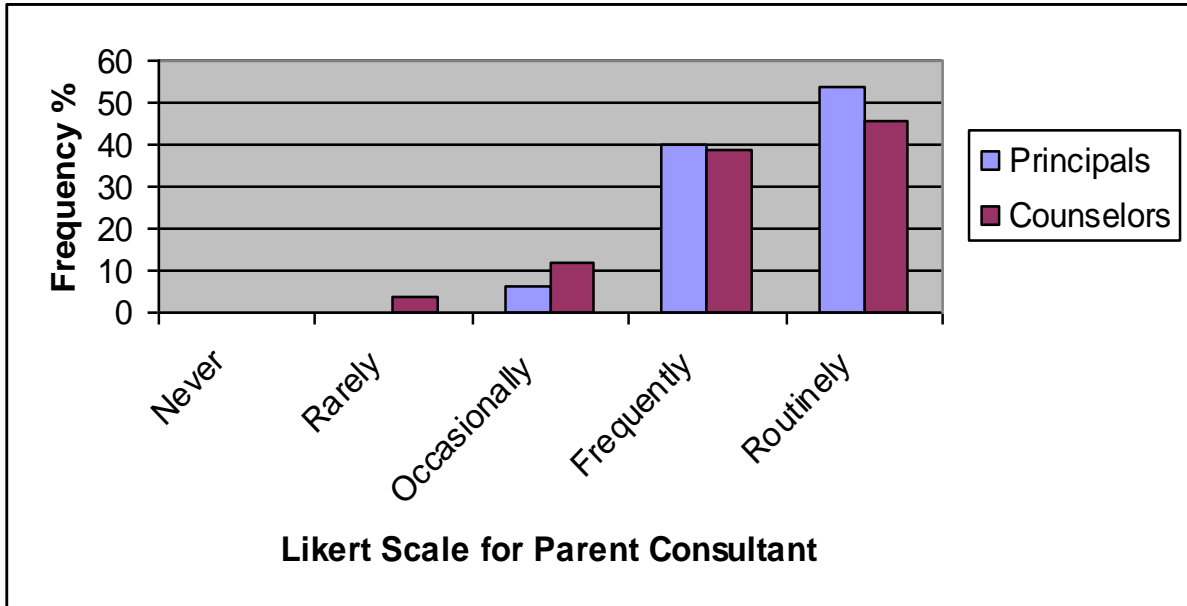
Survey Task	Frequency	Valid Percentage
Never	9	4.0
Rarely	22	9.7
Occasionally	74	32.7
Frequently	57	25.2
Routinely	64	28.3
Total	226	100.0

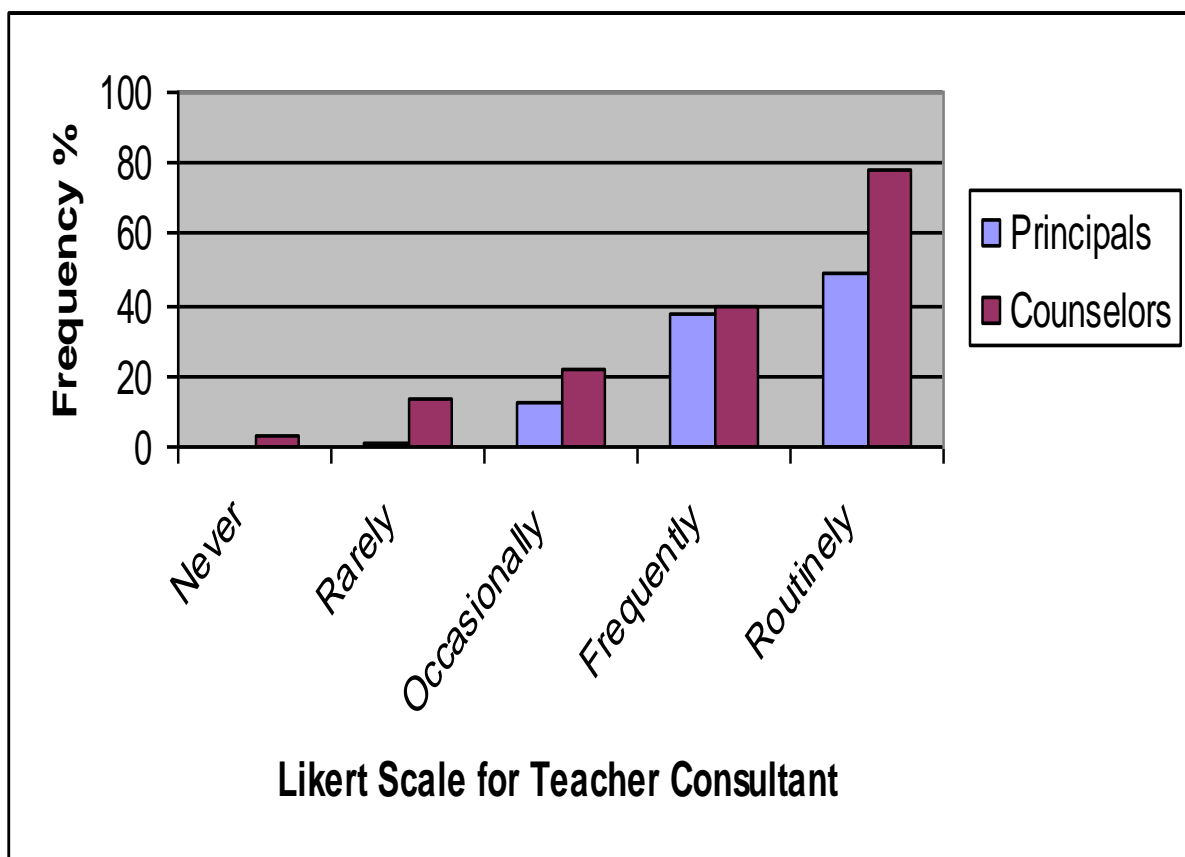
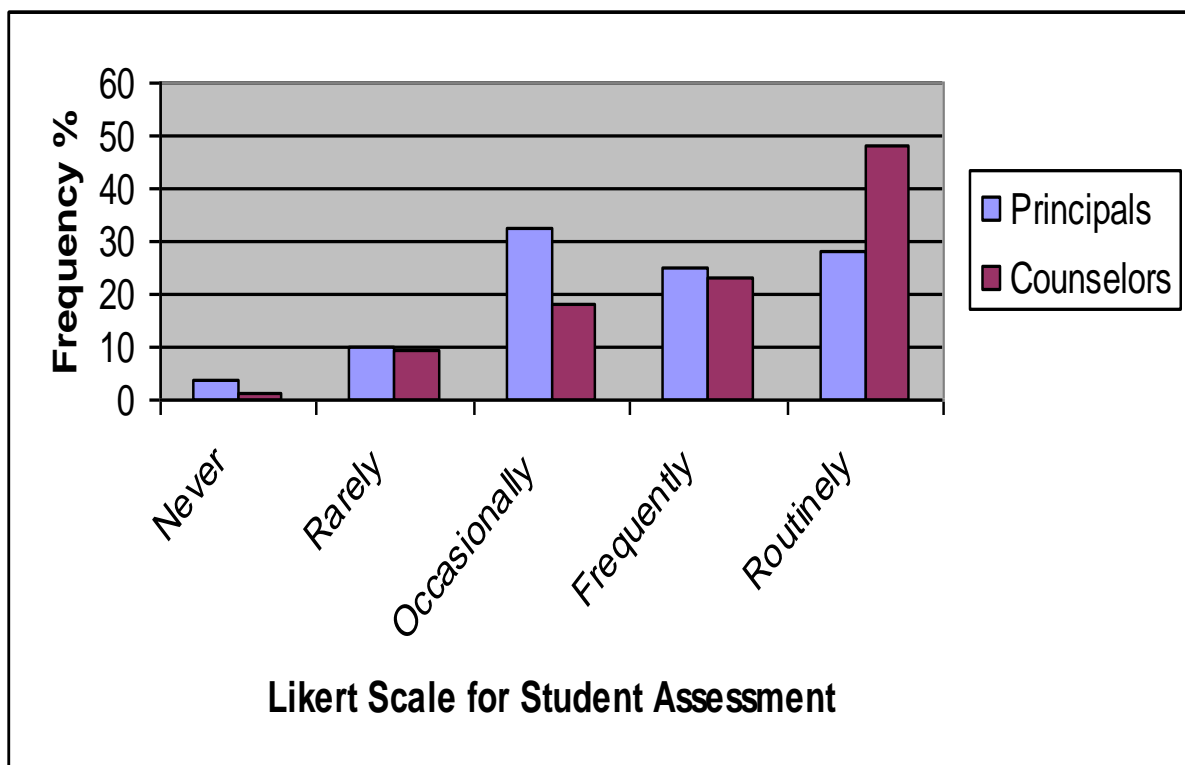
Survey Item Task = Teacher Consultant

Survey Task	Frequency	Valid Percentage
Never	1	.4
Rarely	2	.9
Occasionally	29	12.8
Frequently	84	37.2
Routinely	110	48.7
Total	226	100.0

APPENDIX S

BAR GRAPH COMPARING FREQUENCY PERCENTAGES FOR SURVEY ITEMS UNDER CONSULTING SUBSCALE FOR 2008 STUDY





APPENDIX T

FREQUENCY TABLES FOR PRINCIPALS UNDER COORDINATING SUBSET

Survey Item Task = Evaluation of Guidance Program

Survey Task	Frequency	Valid Percentage
Never	5	6.0
Rarely	13	15.7
Occasionally	22	26.5
Frequently	25	30.1
Routinely	18	21.7
Total	83	100.0

Survey Item Task = Career Education

Survey Task	Frequency	Valid Percentage
Never	1	1.2
Rarely	2	2.4
Occasionally	12	14.5
Frequently	37	44.6
Routinely	31	37.3
Total	83	100.0

Survey Item Task = Research

Survey Task	Frequency	Valid Percentage
Never	13	15.7
Rarely	28	33.7
Occasionally	32	38.6
Frequently	9	10.8
Routinely	1	1.2
Total	83	100.0

Survey Item Task = Functioning as a Principal

Survey Task	Frequency	Valid Percentage
Never	61	73.5
Rarely	18	21.7
Occasionally	4	4.8
Frequently	0	0
Routinely	0	0
Total	83	100.0

APPENDIX U

FREQUENCY TABLES FOR COUNSELORS UNDER COORDINATING SUBSET

Survey Item Task = Evaluation of Guidance Program

Survey Task	Frequency	Valid Percentage
Never	15	6.6
Rarely	55	24.3
Occasionally	80	35.4
Frequently	47	20.8
Routinely	29	12.8
Total	226	100.0

Survey Item Task = Career Education

Survey Task	Frequency	Valid Percentage
Never	2	.9
Rarely	21	9.3
Occasionally	63	27.9
Frequently	81	35.8
Routinely	59	26.1
Total	226	100.0

Survey Item Task = Research

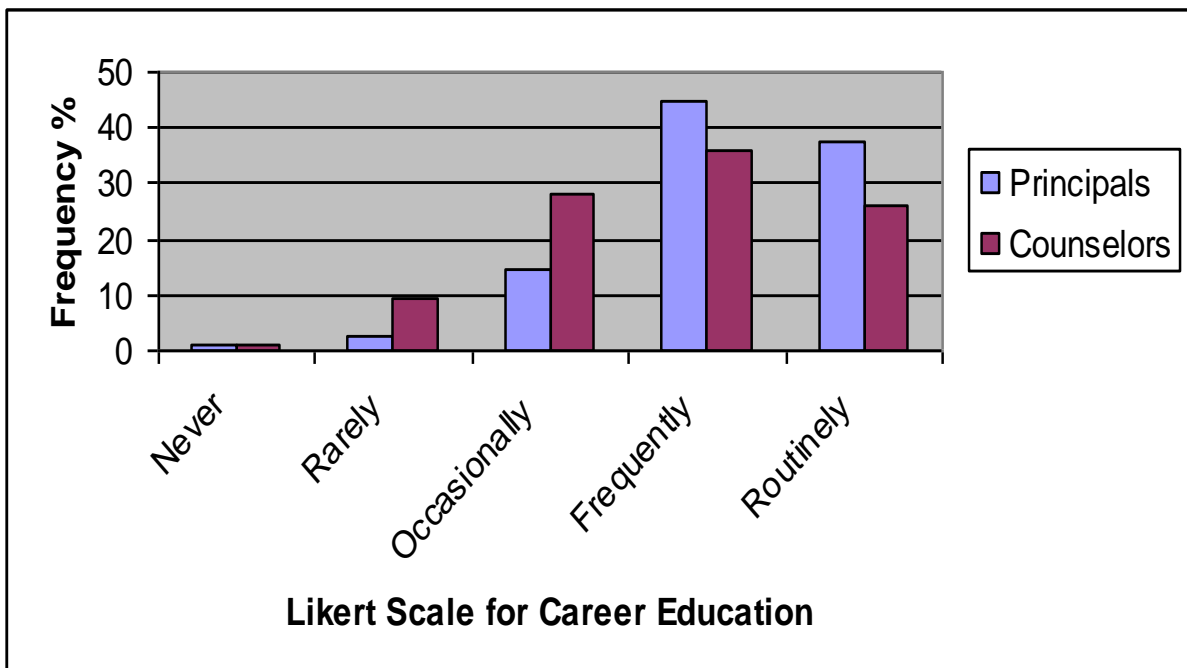
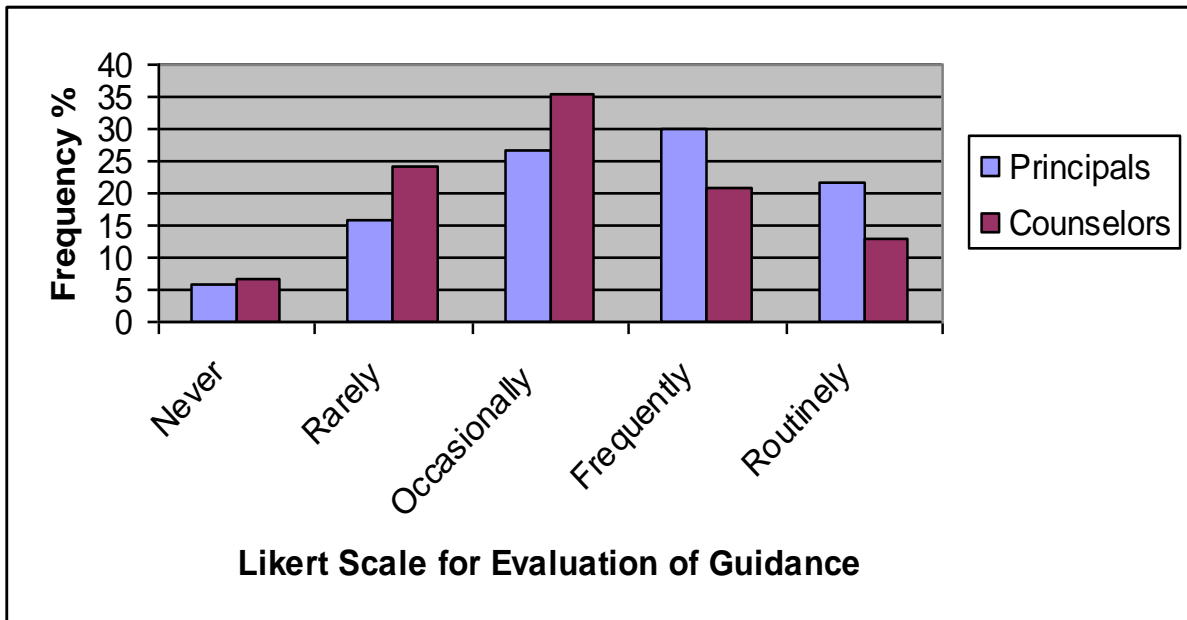
Survey Task	Frequency	Valid Percentage
Never	45	19.9
Rarely	84	37.2
Occasionally	70	31.0
Frequently	23	10.2
Routinely	4	1.8
Total	226	100.0

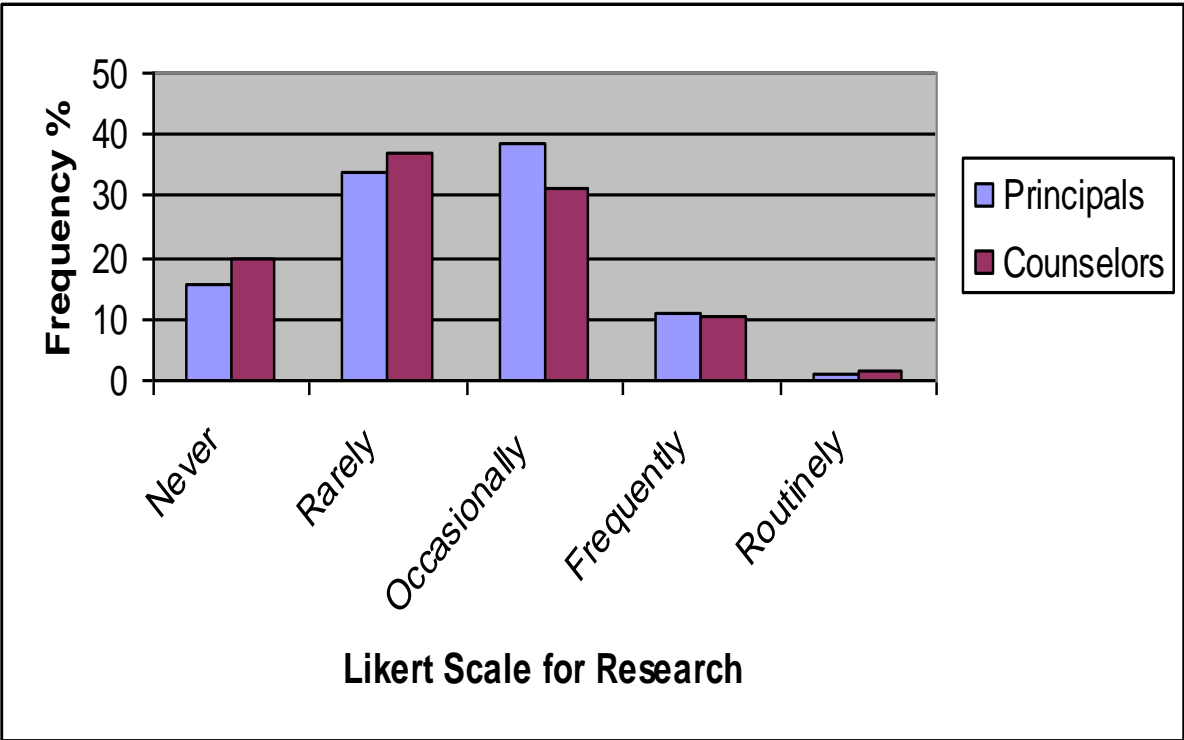
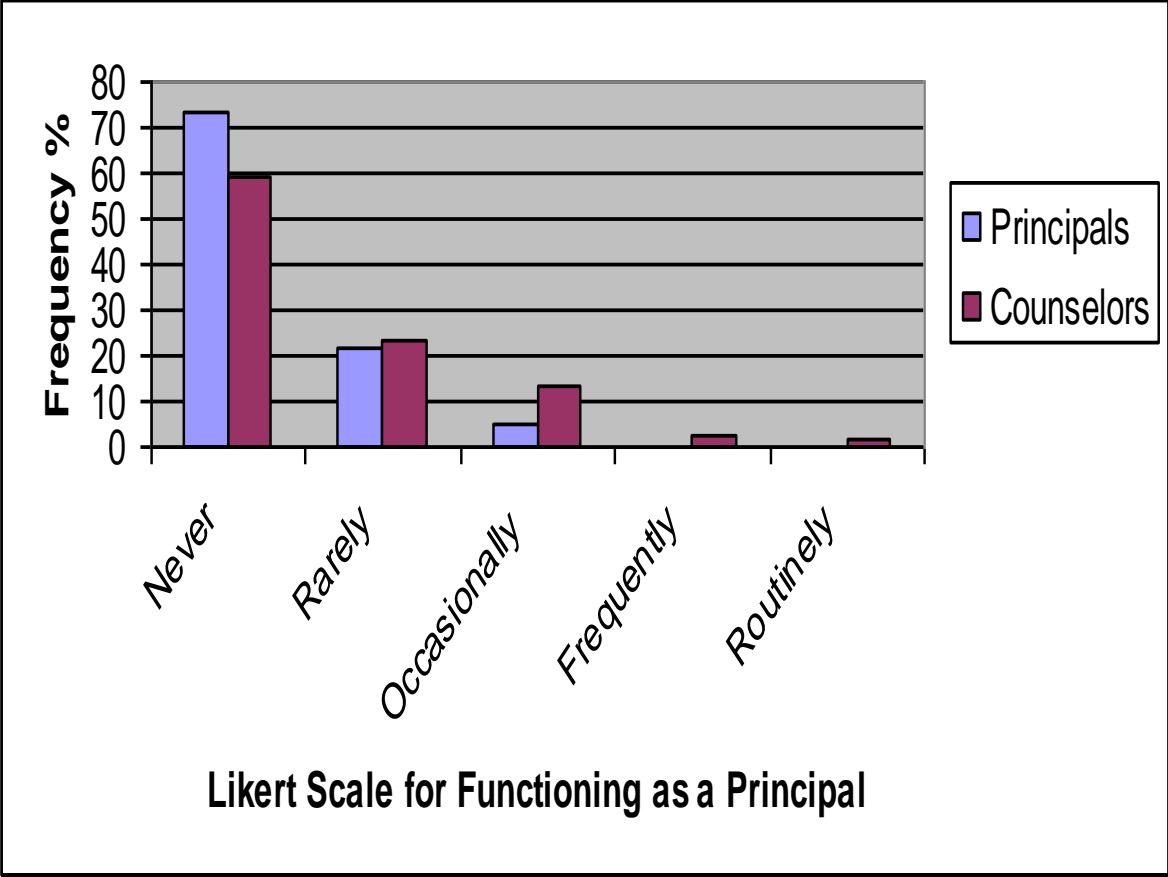
Survey Item Task = Functioning as a Principal

Survey Task	Frequency	Valid Percentage
Never	134	59.3
Rarely	53	23.5
Occasionally	31	13.7
Frequently	5	2.2
Routinely	3	1.3
Total	226	100.0

APPENDIX V

**BAR GRAPH COMPARING FREQUENCY PERCENTAGES FOR SURVEY
ITEMS UNDER COORDINATING SUBSCALE FOR 2008 STUDY**





APPENDIX W

FREQUENCY TABLES FOR PRINCIPALS UNDER PROBLEM AREA SUBSET

Survey Item Task = Scheduling

Survey Task	Frequency	Valid Percentage
Never	7	8.4
Rarely	9	10.8
Occasionally	11	13.3
Frequently	18	21.7
Routinely	38	45.8
Total	83	100.0

Survey Item Task = Supervising Lunchroom (Other Duties)

Survey Task	Frequency	Valid Percentage
Never	39	47.0
Rarely	23	27.7
Occasionally	8	9.6
Frequently	5	6.0
Routinely	8	9.6
Total	83	100.0

Survey Item Task = Teaching Non-Guidance Classes

Survey Task	Frequency	Valid Percentage
Never	50	60.2
Rarely	27	32.5
Occasionally	6	7.2
Frequently	0	0
Routinely	0	0
Total	83	100.0

Survey Item Task = Administering Discipline

Survey Task	Frequency	Valid Percentage
Never	60	72.3
Rarely	22	26.5
Occasionally	1	1.2
Frequently	0	0
Routinely	0	0
Total	83	100.0

APPENDIX X

FREQUENCY TABLES FOR COUNSELOR UNDER PROBLEM AREA SUBSET

Survey Item Task = Scheduling

Survey Task	Frequency	Valid Percentage
Never	15	6.6
Rarely	12	5.3
Occasionally	31	13.7
Frequently	44	19.5
Routinely	124	54.9
Total	226	100.0

Survey Item Task = Supervising Lunchroom (Other Duties)

Survey Task	Frequency	Valid Percentage
Never	97	42.9
Rarely	47	20.8
Occasionally	33	14.6
Frequently	8	3.5
Routinely	41	18.1
Total	226	100.0

Survey Item Task = Teaching Non-Guidance Classes

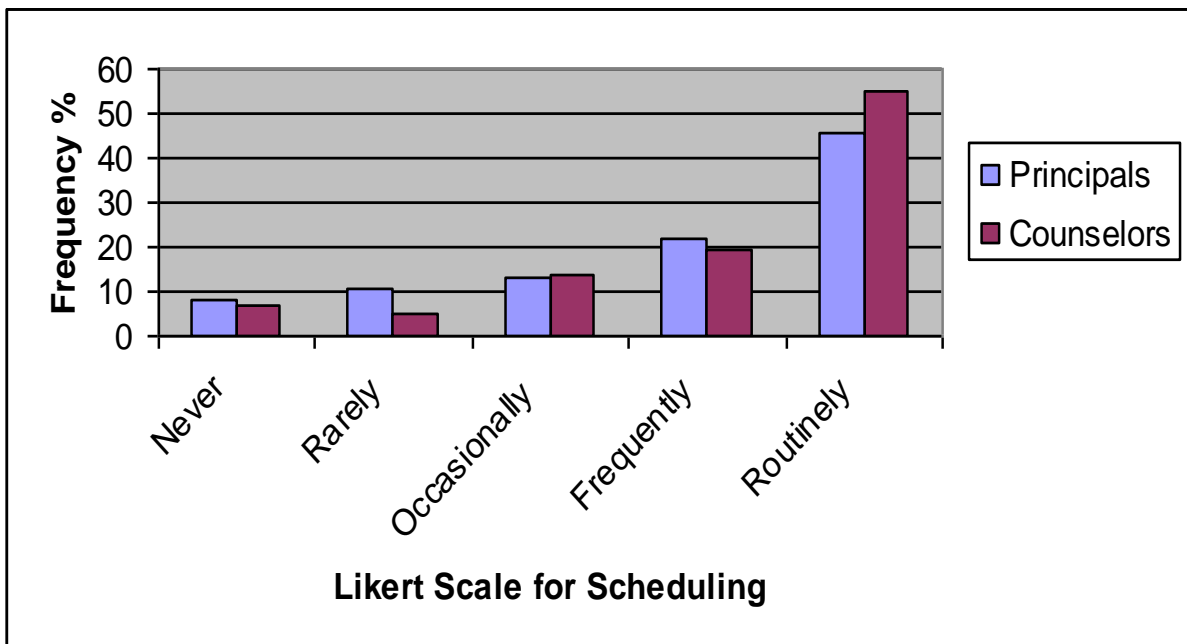
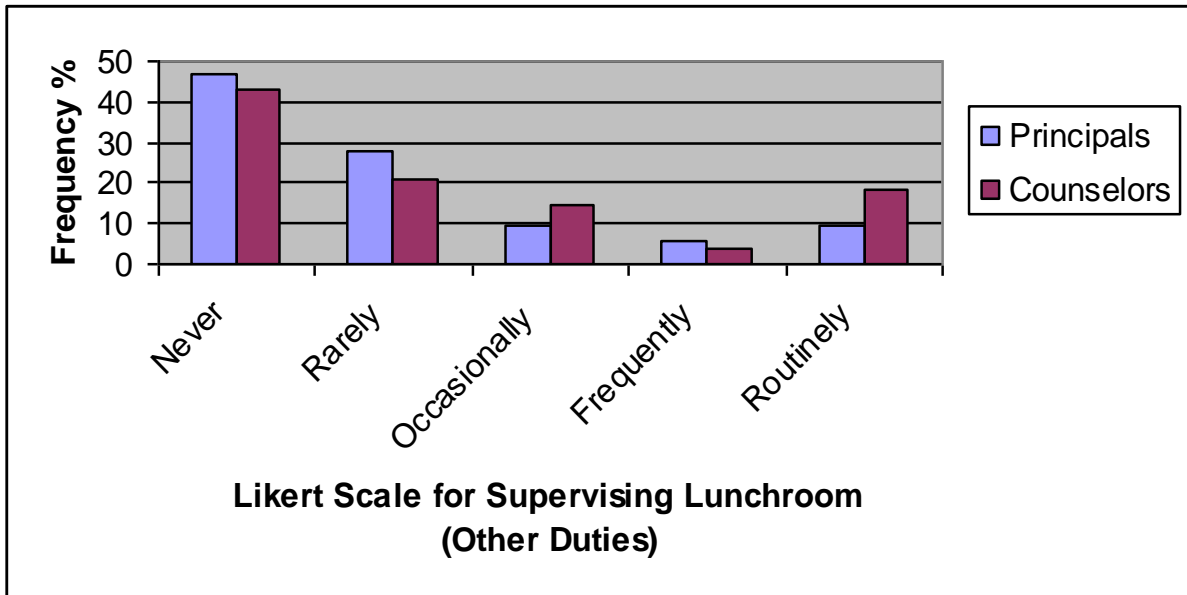
Survey Task	Frequency	Valid Percentage
Never	139	61.5
Rarely	55	24.3
Occasionally	25	11.1
Frequently	3	1.3
Routinely	4	1.8
Total	226	100.0

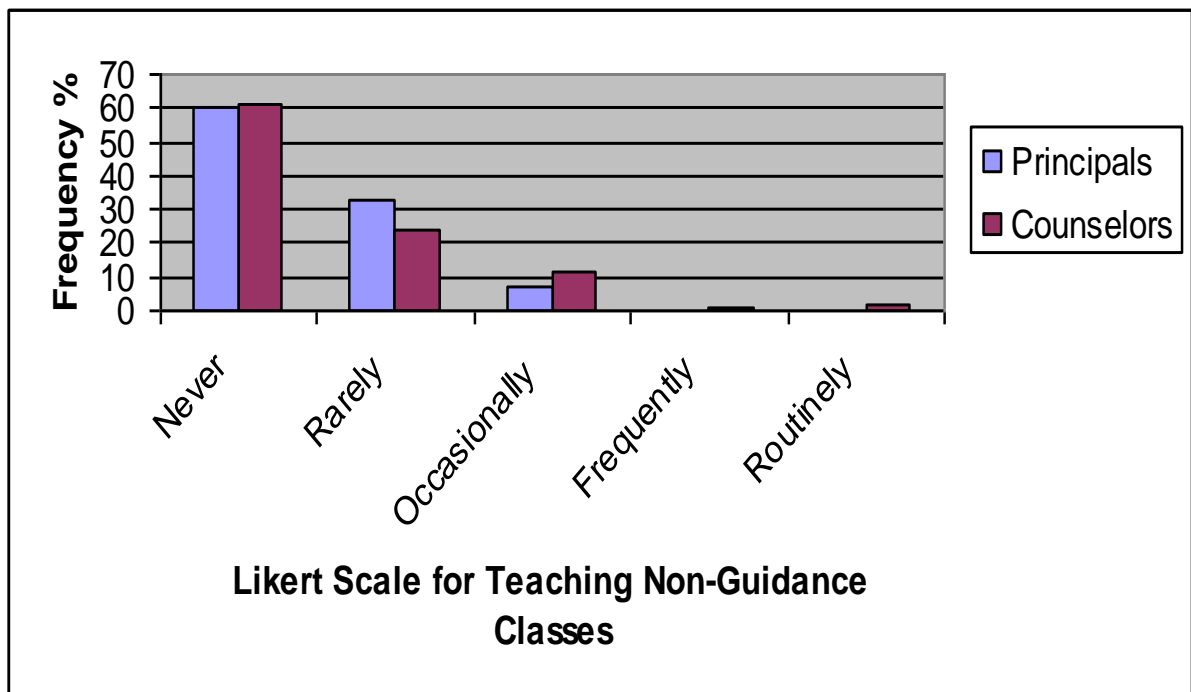
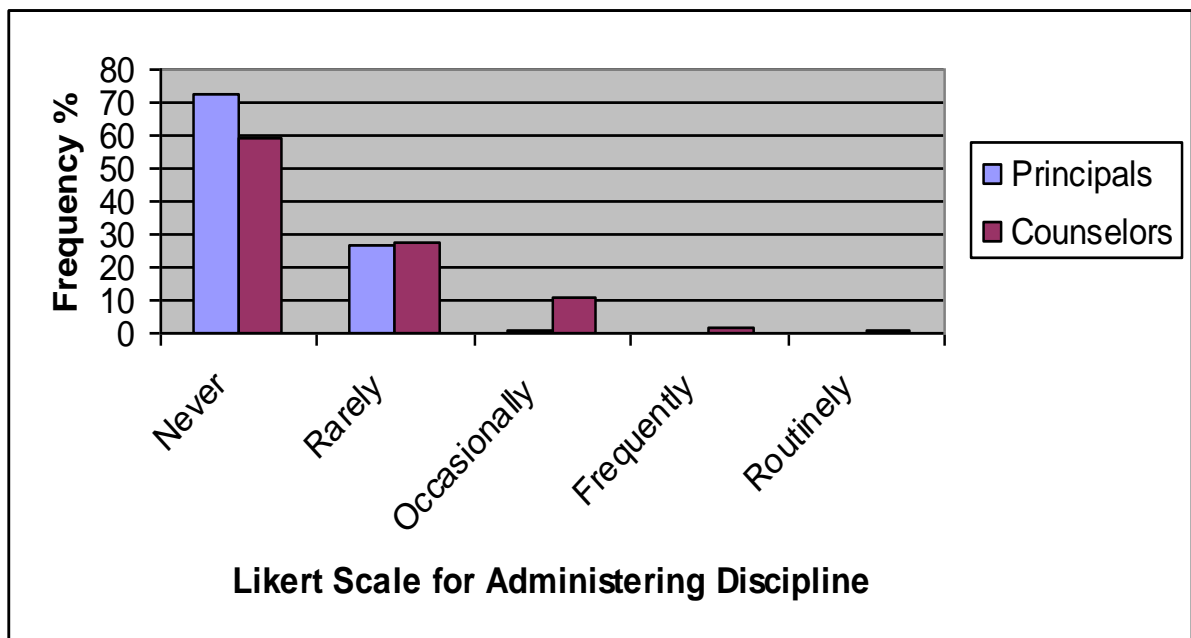
Survey Item Task = Administering Discipline

Survey Task	Frequency	Valid Percentage
Never	133	58.8
Rarely	63	27.9
Occasionally	25	11.1
Frequently	3	1.3
Routinely	2	.9
Total	226	100.0

APPENDIX Y

BAR GRAPH COMPARING FREQUENCY PERCENTAGES FOR SURVEY ITEMS UNDER PROBLEM AREA SUBSCALE FOR 2008 STUDY





APPENDIX Z

SIX-MEMBER PANEL DISCUSSIONS ON PRINCIPAL RESPONSES FOR SECTION 4 OF THE SURVEY

Principal Responses	Survey Items
Advisor of National Junior Honor Society	Student Assessment
Administer Pennsylvania State School Assessment	Student Assessment
Day to Day Counseling Duties	Individual Counseling
Awareness of the Climate of the Building	Evaluation Of Guidance
SAP Team Coordinator	Referral Services
Member of Case Management Team	Referral Services
Monitor Student Academic Progress	Functioning As Principal
Organize Testing	Student Assessment
Academic Monitoring	Functioning As Principal
Schedule Pennsylvania State School Assessment	Student Assessment
SAP Team Member	Referral Services
Organize Pennsylvania State School Assessment	Student Assessment
Preparation for Pennsylvania State School Assessment	Student Assessment
Guidance for High School Selection / Schedule	Scheduling
Chaperone College Visits	Career Education
Presentations for the Public	Parent Consultant
Collaboration with Outside Agencies	Referral Services
Transition Program	Career Education
Standard Test Administration	Student Assessment
School Climate Teams (SAP, IEP)	Student Assessment
Student Support	Individual Counseling
Classroom Visits for Career Education	Classroom Guidance
Communicate with Children's Services	Referral Services
Member of School Improvement Committee	Research
Participate in New Student Induction Program	Classroom Guidance
Parental Assistance	Parent Consultant
Organizing Student Activities	Functioning As Principal
Academic Reports (Report Cards)	Functioning As Principal
Specific Program Design & Implementation (Bullying)	Group Counseling
Public Relations	Functioning As Principal
Providing Security for Standardized Testing	Student Assessment
Creating, Supporting & Enforcing Testing Procedures	Student Assessment

APPENDIX AA

SIX-MEMBER PANEL DISCUSSIONS ON COUNSELOR RESPONSES FOR SECTION 4 OF THE SURVEY

Counselor Responses	Survey Items
Special Education Meetings & Documentation	Student Assessment
Team Member of Student Assessment Program	Student Assessment
Coordinate Pennsylvania State Student Assessment	Student Assessment
Advisor for Peer Groups (Mediation, Tutoring)	Group Counseling
Select, Train, Coordinate Peer Mediation Process	Group Counseling
Mediation of Student Disputes	Group Counseling
Report Cards and Midterm Reports	Functioning As Principal
Member of Gifted IEP Team	Student Assessment
Parental Counseling	Individual Counseling
Member of Transition Team (grades 5/6 & 8/9)	Classroom Guidance
Outside Agency Paperwork	Referral Services
504's	Student Assessment
Write / Present Action Plans	Research
Bus Duty	Functioning As Principal
Administer Pennsylvania State Student Assessment	Student Assessment
Attend Child Study Team Meetings	Functioning As Principal
Member of SAP Team	Referral Services
Attend IEP Meetings	Referral Services
Home Visits	Parent Consultant
Coordinate Scholarship Program	Career Education
Conduct Parent-Teacher Conferences	Parent Consultant
Attendance Tracking and Truancy Referral	Functioning As Principal
Administer and Coordinate Local Assessments	Student Assessment
Building Coordinator for Elementary Students	Functioning As Principal
Academic Counseling	Individual Counseling
Curriculum Development / Research / Consultation	Research
Homeless Liaison	Functioning As Principal
Organize Pennsylvania State School Assessment	Student Assessment
Senior Project Advisor	Teaching Non-Guidance Class
Master Schedule Responsibilities	Scheduling
Staff Training	Teacher Consultant
Attend Team Meetings	Functioning As Principal
Individual Therapy	Individual Counseling
Preparation for Pennsylvania State School Assessment	Student Assessment

Counselor Responses	Survey Items
Orientation of New Students	Classroom Guidance
Pennsylvania State Student Assessment Coordinator	Student Assessment
Curriculum Committee Member	Research
Student Academic and Behavior Observations	Student Assessment
Create, Collect, Analysis School Climate Surveys	Research
Substitute for Teachers	Teaching Non-Guidance Class
Analyze Academic / Behavioral Data	Research
Member of Student Assistance Team Meetings	Referral Services
Hall Supervision Duties	Teaching Non-Guidance Class
Assist College Applications, Scholarships, Financial Aid	Career Education
Coordinate Attendance Records	Functioning As Principal
Create / Distribute Progress Reports, Failure Lists	Student Assessment
Coordinate Scholastic Awards Programs	Functioning As Principal
Member of Instructional Support Team	Functioning As Principal
Specific Program Design & Implementation (START)	Group Counseling
Parent Presentations	Parent Consultant
Breakfast Duty, Lunch Duty, Bus Duty	Supervise Lunchroom
Writing, Evaluating IEP's	Functioning As Principal
Liaison for Off Campus Placement	Functioning As Principal
Counseling Student Peer Problems	Group Counseling
Attend Grade Level Team Meetings	Teacher Consultant
Assist Principal with Discipline Matters	Administer Discipline
Gifted Screening	Student Assessment
Serve on Academic Committees	Teacher Consultant
Coordinate Vo-Tech Scheduling	Scheduling
Community Outreach Member	Parent Consultant
Create Needs Assessments for Student Body	Research
Child Study Team Member	Research
Team Member of Safe Schools	Functioning As Principal
Team Member of Crisis Committees	Functioning As Principal
Playground Duty (before & after school)	Supervise Lunchroom
Coordinate / Attend Parent-Teacher Conferences	Parent Consultant
Crisis Intervention	Functioning As Principal
Organizing Guidance Events (career day)	Career Education
Sponsor Leadership Club Activities (math bowl)	Teaching Non-Guidance Class
Coordinate School-Wide Advisory Program	Functioning As Principal
Evaluate / Store Career Portfolios for each Student	Career Education
Coordinate Peer Mediation	Group Counseling
Attend Training Related to Computer Usage	Research

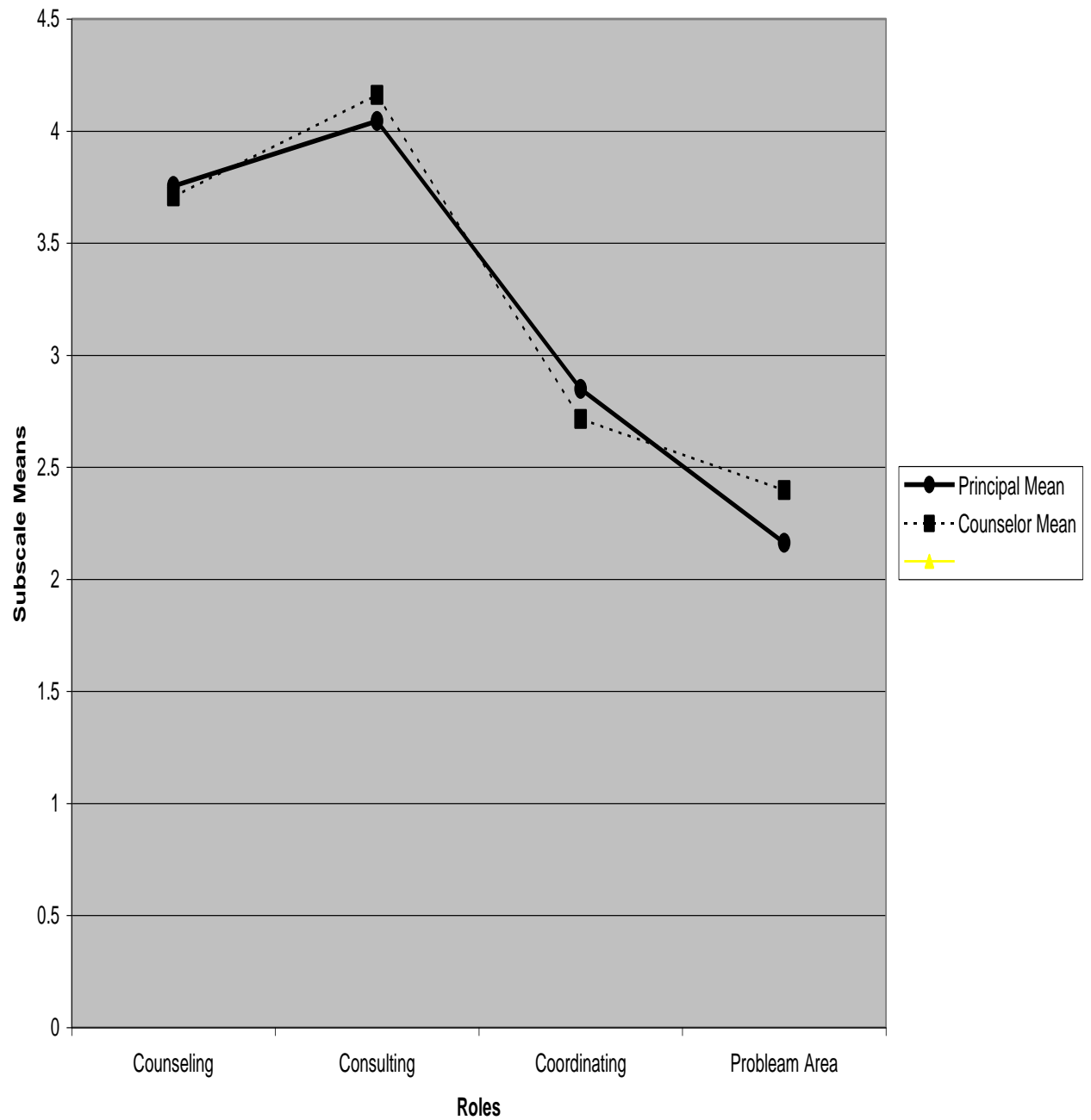
APPENDIX BB

DESCRIPTIVE STATISTICS FOR PRINCIPALS AND COUNSELORS IN THE FOUR COUNSELING SUBSCALES = 2008 STUDY

Counseling Subscale	Population Group	Number of Participates	Mean	Standard Deviation
Counseling Role	Principals	83	3.7550	.63776
	Counselors	227	3.7085	.66618
	Total	310	3.7210	.65799
Consulting Role	Principals	83	4.0452	.63215
	Counselors	227	4.1608	.51313
	Total	310	4.1298	.54886
Coordinating Role	Principals	83	2.8494	.58296
	Counselors	227	2.7148	.57209
	Total	310	2.7508	.57717
Problem Area Role	Principals	83	2.1627	.54161
	Counselors	227	2.3976	.71467
	Total	310	2.3347	.67990

APPENDIX CC

LINE GRAPH FOR PRINCIPALS AND COUNSELORS IN THE FOUR COUNSELING SUBSCALES = 2008 STUDY



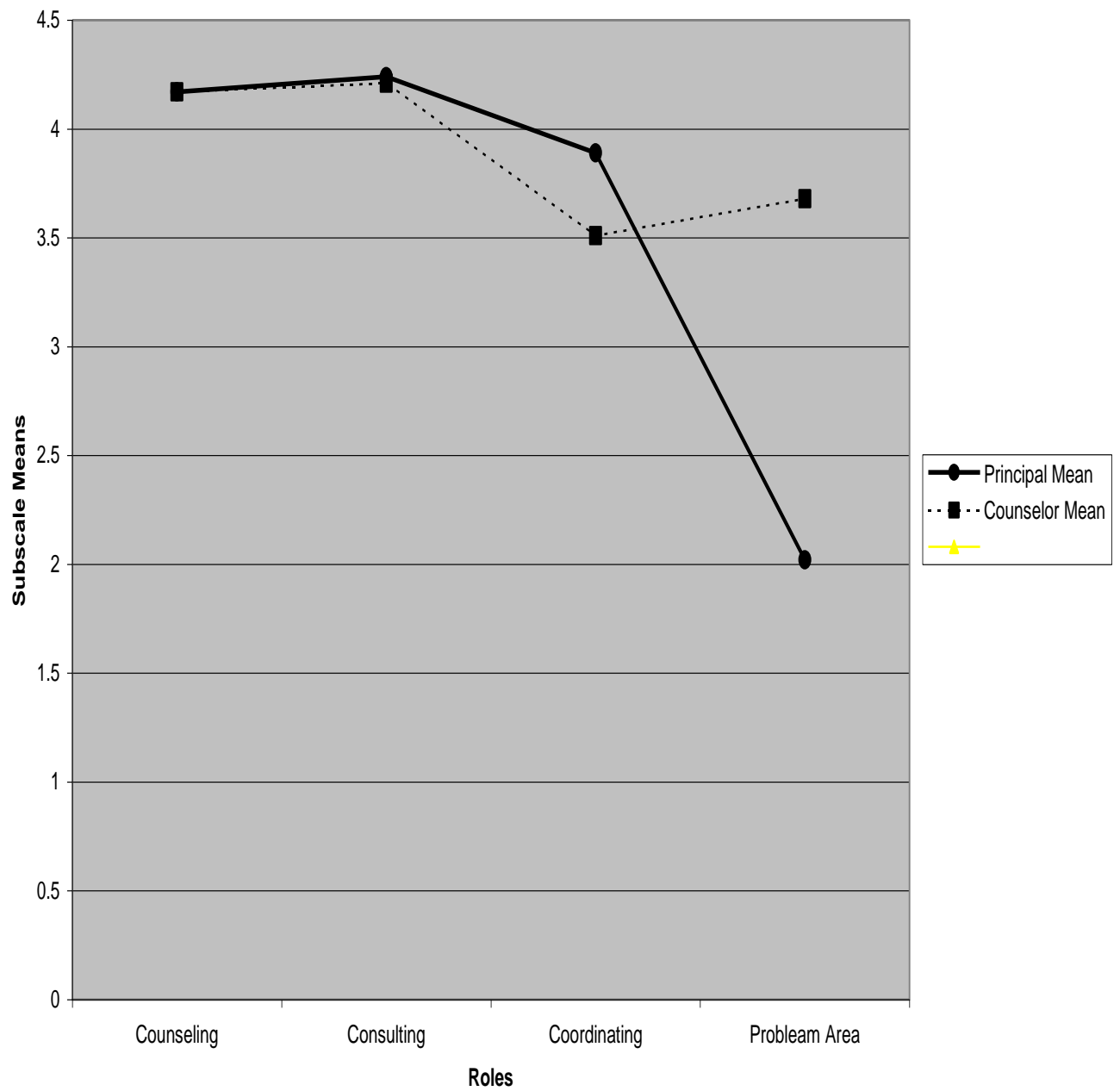
APPENDIX DD

DESCRIPTIVE STATISTICS FOR PRINCIPALS AND COUNSELORS IN THE FOUR COUNSELING SUBSCALES = 1984 STUDY

Counseling Subscale	Population Group	Number of Participates	Mean
Counseling Role	Principals	169	4.17
	Counselors	172	4.17
	Total	341	4.17
Consulting Role	Principals	169	4.24
	Counselors	172	4.21
	Total	341	4.225
Coordinating Role	Principals	169	3.89
	Counselors	172	3.51
	Total	341	3.70
Problem Area Role	Principals	169	2.02
	Counselors	172	3.68
	Total	341	2.85

APPENDIX EE

LINE GRAPH FOR PRINCIPALS AND COUNSELORS IN THE FOUR COUNSELING SUBSCALES = 1984 STUDY



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